

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
PÓS-GRADUAÇÃO EM INGLÊS E LITERATURA CORRESPONDENTE

NATURAL CONVERSATION AND EFL TEXTBOOK DIALOGUES:  
A CONTRASTIVE STUDY

por

MARIA CRISTINA FARIA DALACORTE

Dissertação submetida à Universidade Federal de Santa Catarina  
para a obtenção do grau de MESTRE EM LETRAS.

FLORIANÓPOLIS

AGOSTO DE 1991

Esta dissertação foi julgada adequada e aprovada em sua forma final pelo Programa de Pós-Graduação em Inglês para a obtenção do grau de

MESTRE EM LETRAS

Opção Inglês e Literatura Correspondente.



Bernadete Pasold

Coordenadora do Curso



Carmen Rosa Caldas-Coulthard

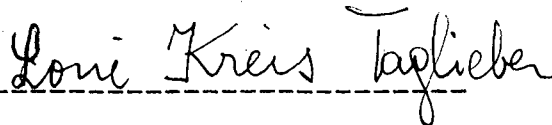
Orientadora

BANCA EXAMINADORA:

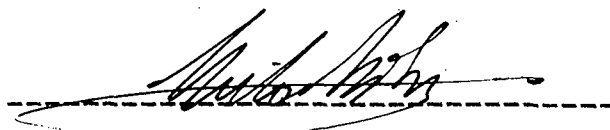


Carmen Rosa Caldas-Coulthard

Presidente



Loni Taglieber



Hilário I. Bohn

Florianópolis, 09 de agosto de 1991.

A minha orientadora,  
Professora Dra. Carmen  
Rosa Caldas-Coulthard

## AGRADECIMENTOS

Aos professores do Departamento de Pós-Graduação em Inglês e Literatura Correspondente da UFSC.

A minha família.

Ao João Inácio Müller, do Núcleo de Informática do Centro de Comunicação e Expressão da UFSC.

NATURAL CONVERSATION AND EFL TEXTBOOKS DIALOGUES:  
A CONTRASTIVE STUDY

MARIA CRISTINA FARIA DALACORTE

UNIVERSIDADE FEDERAL DE SANTA CATARINA

1991

Supervising Professor: Dra. Carmen Rosa Caldas-Coulthard

RESUMO

Este estudo examina características estruturais, estratégicas e estilísticas de interações comerciais e conversações por telefone em Inglês e Português comparadas com diálogos escritos de livros para ensino da Língua Inglesa.

Estes livros afirmam ensinar Inglês através de diálogos reais. Esta análise verifica se as conversações apresentadas nestes livros textos demonstram características iguais ou semelhantes às de conversações naturais.

Através de uma análise contrastiva detalhada dos dois tipos de diálogos, este estudo pretende mostrar que os diálogos dos livros de Inglês não são "comunicativos" mas pseudo-interativos, já que apresentam características da estrutura interna do discurso de sala de aula. Este nível interno da interação em sala de aula, de acordo com Willis (1987), é composto pelas estruturas verbais a serem ensinadas pelo professor. A interação real somente ocorre a nível externo, que é de acordo com Sinclair e Brazil (1982) o mecanismo usado pelos falantes para controlar e estimular contribuições de fala na estrutura interna.

O papel dos diálogos escritos nos livros textos é questionada aqui já que eles não parecem corresponder à função comunicativa sugerida pelos autores.

Este trabalho se baseia em achados de pesquisa recentes da Análise do Discurso e da Análise da Conversação.

Finalmente, este estudo sugere que a noção de 'ensino comunicativo' como é adotada em geral pelos profissionais do ensino de Inglês deveria ser revista.

NATURAL CONVERSATION AND EFL TEXTBOOK DIALOGUES:  
A CONTRASTIVE STUDY

MARIA CRISTINA FARIA DALACORTE

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
1991

Supervising Professor: Dra. Carmen Rosa Caldas-Coulthard

ABSTRACT

This study examines structural, strategic and stylistic features of real English and Portuguese service encounter interactions and telephone conversations contrasted with the written dialogues of EFL Textbooks.

Since EFL Textbooks claim to teach real English. The analysis checks whether EFL Textbooks conversations present the same or similar features of natural conversation.

Through a detailed contrastive analysis of the two kinds of dialogue, this study intends to show that EFL Textbook conversations are not communicative but pseudo-interactive, since they have features of the inner structure of classroom discourse. The inner level of classroom interaction consists, according to Willis (1987) of the target forms that the teacher selects as learning goals. Real interaction only happens in the "outer" level structure, which is according to Sinclair and Brazil (1982) the mechanism used by speakers to control and stimulate utterances in the inner structure.

The role of written dialogues in EFL materials is questioned here since they do not seem to fulfill the communicative function authors claim they do.

The theoretical basis of this work relies on recent findings of Conversational and Discourse Analysis.

Finally, it suggests that the concept of 'communicative teaching' as currently used by EFL practitioners should be rethought.

NATURAL CONVERSATION AND EFL TEXTBOOKS DIALOGUES:  
A CONTRASTIVE STUDY

MARIA CRISTINA FARIA DALACORTE

UNIVERSIDADE FEDERAL DE SANTA CATARINA

1991

Supervising Professor: Dra. Carmen Rosa Caldas-Coulthard

RESUMO

Este estudo examina características estruturais, estratégicas e estilísticas de interações comerciais e conversações por telefone em Inglês e Português comparadas com diálogos escritos de livros para ensino da Língua Inglesa.

Estes livros afirmam ensinar Inglês através de diálogos reais. Esta análise verifica se as conversações apresentadas nestes livros textos demonstram características iguais ou semelhantes às de conversações naturais.

Através de uma análise contrastiva detalhada dos dois tipos de diálogos, este estudo pretende mostrar que os diálogos dos livros de Inglês não são "comunicativos" mas pseudo-interativos, já que apresentam características da estrutura interna do discurso de sala de aula. Este nível interno da interação em sala de aula, de acordo com Willis (1987), é composto pelas estruturas verbais a serem ensinadas pelo professor. A interação real somente ocorre a nível externo, que é de acordo com Sinclair e Brazil (1982) o mecanismo usado pelos falantes para controlar e estimular contribuições de fala na estrutura interna.

O papel dos diálogos escritos nos livros textos é questionada aqui já que eles não parecem corresponder à função comunicativa sugerida pelos autores.

Este trabalho se baseia em achados de pesquisa recentes da Análise do Discurso e da Análise da Conversação.

Finalmente, este estudo sugere que a noção de 'ensino comunicativo' como é adotada em geral pelos profissionais do ensino de Inglês deveria ser revista.

NATURAL CONVERSATION AND EFL TEXTBOOK DIALOGUES:  
A CONTRASTIVE STUDY

MARIA CRISTINA FARIA DALACORTE

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
1991

Supervising Professor: Dra. Carmen Rosa Caldas-Coulthard

ABSTRACT

This study examines structural, strategic and stylistic features of real English and Portuguese service encounter interactions and telephone conversations contrasted with the written dialogues of EFL Textbooks.

Since EFL Textbooks claim to teach real English. The analysis checks whether EFL Textbooks conversations present the same or similar features of natural conversation.

Through a detailed contrastive analysis of the two kinds of dialogue, this study intends to show that EFL Textbook conversations are not communicative but pseudo-interactive, since they have features of the inner structure of classroom discourse. The inner level of classroom interaction consists, according to Willis (1987) of the target forms that the teacher selects as learning goals. Real interaction only happens in the "outer" level structure, which is according to Sinclair and Brazil (1982) the mechanism used by speakers to control and stimulate utterances in the inner structure.

The role of written dialogues in EFL materials is questioned here since they do not seem to fulfill the communicative function authors claim they do.

The theoretical basis of this work relies on recent findings of Conversational and Discourse Analysis.

Finally, it suggests that the concept of 'communicative teaching' as currently used by EFL practitioners should be rethought.



## CONTENTS

INTRODUCTION .....	1
CHAPTER 1 - CLAIMS OF EFL TEXTBOOKS .....	6
1.1. Communicative Claims of EFL Textbooks .....	6
1.2. Conversational Analysis Concepts .....	8
1.2.1. Communication .....	8
1.2.2. Conversation .....	9
1.2.2.1. Closings .....	10
1.2.2.2. Openings .....	11
1.3. Classroom Interactions versus Real Interactions.	12
1.4. Comments on the Claims .....	15
CHAPTER 2 - CLOSINGS .....	17
2.1. The Structural Organization of Closings .....	18
2.2. Portuguese and English Data .....	22
2.2.1. Turn-Taking System .....	22
2.2.2. Questions as Transition Relevance .....	23
2.2.3. Actions as Transition Relevance .....	24
2.2.4. Conversational Markers as Transition Relevance .....	26
2.2.5. Closing Sections .....	28
2.2.6. Power Relations .....	29
2.3. EFL Textbook Data .....	29
2.3.1. Turn-Taking System .....	29
2.3.2. Questions as Transition Relevance .....	30
2.3.3. Actions as Transition Relevance .....	31
2.3.4. Conversational Markers as Transition Relevance .....	32
2.3.5. Closing Sections .....	32
2.3.6. Power Relations .....	33
2.4. Contrastive Analysis .....	34
CHAPTER 3 - OPENINGS .....	36
3.1. The Structural Organization of Openings .....	37
3.1.1. Recognition/Identification .....	38
3.1.2. First Turns .....	40
3.1.3. Second Turns .....	41
3.2. Portuguese Data .....	45
3.2.1. Switchboard Requests .....	45
3.2.2. Questioning Reidentification of Answerer.	45
3.2.3. Self-Identification .....	46

3.2.4. English and Portuguese Openings .....	48
3.3. EFL Textbook Data .....	48
3.3.1. Self-Identification .....	48
3.3.2. Questioning Reidentification of Answerer .....	50
3.4. Contrastive Analysis .....	51
 CHAPTER 4 - CONVERSATIONAL STRATEGIES .....	55
4.1. Conversational Strategies .....	56
4.1.1. Message and Metamessage .....	56
4.1.2. Politeness .....	57
4.1.3. Conversational Signals and Devices .....	57
4.1.4. Indirectness .....	59
4.1.5. Power and Solidarity .....	59
4.2. English Data .....	61
4.2.1. Indirectness .....	61
4.2.1.1. Asking Questions .....	61
4.2.1.2. Figures of Speech .....	63
4.2.2. Power Relations .....	65
4.3. Portuguese Data .....	67
4.3.1. Indirectness .....	67
4.3.1.1. Asking Questions .....	67
4.3.1.2. Directives .....	68
4.3.1.3. Figures of Speech .....	68
4.3.2. Power Relations .....	69
4.4. English and Portuguese Data .....	71
4.5. EFL Textbook Data .....	72
4.5.1. Indirectness .....	73
4.5.2. Figures of Speech .....	75
 CHAPTER 5 - CONVERSATIONAL STYLE .....	78
5.1. Conversational Style .....	79
5.1.1. Politeness .....	79
5.2. A Brief Analysis of Style .....	83
5.2.1. Natural English Data .....	84
5.2.2. Natural Portuguese Data .....	85
5.3. English and Portuguese Data .....	88
5.4. EFL Textbook Data .....	88
5.5. Contrastive Analysis .....	93
 CONCLUSION .....	97
 APPENDIX .....	100
 BIBLIOGRAPHY .....	125

## INTRODUCTION

Brazilian learners of English interested in conversation usually complain about their learning because they are not understood or are thought to be rule when they are required to talk in the foreign language in a real situation. The language acquired in a classroom environment does not seem to be suitable. The students get the feeling that they do not know the language despite the attendance to many hours of English as a foreign language in Brazil. Apparently, the problem lies in the fact that they have not learned the appropriate language. In fact, what happens is that students know about the code, but do not really know how to use it, that is, how to communicate in the foreign language.

One of the possible causes of this problem is the fact that EFL dialogues are not really communicative as I try to show in this study, although textbook authors claim they are.

A language classroom has two separate layers of communication: the inner layer and the outer layer. The inner level consists of the target forms of the language that the

teacher has selected as learning goals for that lesson according to Willis (1987). For Sinclair and Brazil (1982) the outer level controls the utterances in the inner layer. Thus the inner level depends on the outer level, and it is in the outer layer that real communication occurs.

Textbook dialogues have features similar to the inner level, that is, students produce the correct sentence forms, and not really exchange information. Discourses however, are only interactive when related to the exchange on the outer layer. In the inner level, it does not matter whether students tell the truth or not according to Willis (1987). This is due to the fact that the major focus is on form and not on the information. For Willis (ibid.), this characterizes most conversations in language teaching which makes them 'pseudo-interactive.'

### 1. Aims of the study

This study aims at verifying whether EFL Textbook dialogues have the same or similar features of natural conversation through the analysis of their organizational and interactional features in order to check whether EFL dialogues are communicative or not.

Firstly, I intend to analyse the structural organization of closing and opening sections of conversation, more specifically, the organization of closing and opening sections of real talk. These items are not considered relevant in conversation because they are thought to be parts that do not convey information through the meanings of the words, that is, the message.

According to Tannen (1986) the metamessage consists of

what is communicated about relationships -  
attitudes toward each other, the occasion, and  
what we are saying (p.29).

Although closing and openings do not convey meaning through their messages, they are crucial to the interaction because of their metamessages.

Secondly, I intend to examine conversational strategies and conversational style as these items also carry interactional features.

I firstly examine closings as these were the first sections analysed by theorists who later stated the principles for the analysis of organizational features of other conversational sections.

In this study therefore, I analyse the data according to the following theoretical aspects of conversational analysis: the overall structural organization of closing and opening sections, based on Schegloff and Sacks' (1973) theory of closings, and Schegloff's (1979) theory of openings; aspects of conversational strategies and conversational style based on Tannen (1986-1984). Since conversation as an interactional category has many facets and since not all features of conversation will be included in this analysis, I intend to focus only on the aspects listed above, because they are for me fundamental features of natural conversation. They have a crucial importance in any interaction and they have specific and easily identified characteristics.

The analysis consists of the presentation of the theory, the presentation of the contrastive data, the analysis of these data, the comparison of the data analysis revealing similarities and differences found, and conclusions on the comparisons.

## 2. The Data

The data analysed in this study were taken from samples of three EFL Textbook series (STRATEGIES, by Abbs and Freebairn; STREAMLINE, by Hartley and Viney; INTERACTIONS, by Kirn and Jack). The natural data both in Portuguese and in English were taken from Zornig (1987) and Freitas (1990). Some English data were provided by Schegloff (1979) and Levinson (1983). I collected additional Portuguese natural data.

In this dissertation, the dialogues are numbered and classified as EN (English natural), PN (Portuguese natural) and EFL (see appendix for complete set).

The EFL data analysed in this study are limited to these three series of textbooks because they are among the materials that are claiming to be communicative.

The data are also limited to service encounter and telephone conversations as these forms of talk occur very frequently. I restricted the analysis to the written features of the dialogues, (with some few exceptions of stress and intonation markers), since the majority of the data were taken from written sources. Variables such as age, and social/cultural status are not considered, since it is impossible to check these variables in textbooks.

Finally, this study does not aim at analysing or questioning methodologies, programmes, approaches, textbook activities or teacher/student performance in class. It only questions the language appropriacy of the conversations presented in the textbooks.

## CHAPTER 1

### CLAIMS OF EFL TEXTBOOKS

I will discuss, in this chapter, the communicative claims made by the EFL Textbook writers I have chosen for analysis in this dissertation. Basically, all of the authors say their books are "communicative and present "natural language". I want to comment here on the assumptions behind these claims in order to see if they are in accordance with the concepts of discourse analysis theories.

#### 1.1. Communicative Claims of EFL Textbooks

The Textbook INTERACTIONS I (Kirn and Jack) suggests in the preface that

these books use lively natural language from a variety of context-dialogues, interviews, lectures, and announcements. (Preface)



On its back cover, STREAMLINE ENGLISH DEPARTURES (Hartley and Viney) proposes to give students

a practical command of simple spoken English so that they can communicate at a basic level in an English speaking environment. (back cover)

STREAMLINE ENGLISH CONNECTIONS (ibid.) says that

emphasis is on the development of oral/aural skills, and units of everyday conversation have been included to underline the practical nature of the language being taught. Students who complete this course successfully will have covered the basic structures and vocabulary of English which need to be learned actively if a reasonable level of communicative competence is to be attained. (back cover)

OPENING STRATEGIES (Abbs and Freebairn) claims that

new language is presented through lively dialogues. Structures and functions are linked to communicative settings so that the students can see the practical application of the language they are learning. (back cover)

BUILDING STRATEGIES (ibid.) affirms that

it takes the communicative needs of the learner as its first priority. (back cover)

These textbooks' claims suggest that students will deal with real conversations, as the books present 'lively natural language', 'lively dialogues', 'everyday conversation'. At this

point we can question the criteria adopted for considering dialogues from textbooks as 'natural language'. Through these dialogues, the textbooks guarantee that students will achieve 'a reasonable level of communicative competence'. What is understood by communicative competence? Textbooks provide students language 'linked to communicative settings' searching for its 'practical application'. Does this language have features of language used in real interactions? In order to answer these questions, it is necessary to review some basic concepts of the theory of discourse analysis.

## 1.2. Conversational Analysis Concepts

### 1.2.1. Communication

Richards and Schmidt (1984) define communication as

the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual and production and comprehension processes (p.4).

Based on Breen and Candlin (1980), Morrow (1977) and Widdowson (1978), the characteristics of communication are listed by Richards and Schmidt (1984). So, communication:

- (a) is a form of social interaction; and is therefore normally acquired and used in social interaction;
- (b) involves a high degree of unpredictability and creativity in form and message;
- (c) takes place in discourse and social cultural contexts which provide constraints on appropriate

language use and also clues as to correct interpretations of utterances;

(d) is carried out to under limiting psychological and other constraints, fatigue and distractions;

(e) always has a purpose (for example, to establish social relations, to persuade, or to promise);

(f) involves authentic, as opposed to textbook-contrived language;

(g) is judged as successful or not on the basis of actual outcomes (p.3-4).

These features show that communication involves more than what textbooks propose. According to Caldas-Coulthard (1988),

In a real interaction, people communicate for a variety of reasons: to exchange information, to accomplish specific purposes or simply to make contact (phatic communion) (p.30-31).

One of the most important types of interaction is conversation. It is also important here to discuss the concept of conversation, since the broad concern of this study is the comparison between natural conversations and textbook conversations.

#### 1.2.2. Conversation

According to Goffman (1976) conversation is defined as

talk occurring when a small number of participants come together and settle into what they perceive to be a few moments cut off from (or carried out on to the side of) instrumental tasks (p.264).

It is also defined as talk in which every participant can contribute with turns without any previous organization established; any concern with a determined topic and finally without any necessity of compromise to be reached by participants. Thus, conversation is understood as something to be settled without planning. It is rather impromptu.

However, conversations are ordered; i.e. they have a structural organization as Sinclair and Coulthard (1977, 1985) and the Ethnomethodologists (Sacks, Schegloff and Jefferson, 1974) have pointed out. One of the basic structural features of interaction is that they start and finish. Closings and Openings (Sacks, Schegloff and Jefferson, *ibid.*) therefore, are the elements crucial to any interaction and the ones I will concentrate on.

#### 1.2.2.1. Closings

The opening section is the part of a conversation where a participant breaks silence and produces a first attempt to communicate with another participant. Generally, an opening section is constituted by an initial greeting term which can be accepted or rejected by the other participant. The opening section appears only in conversations in which participants do not share certain intimacy and thus, are not in a state of incipient talk. Service encounters and telephone talks often present an opening section. Here is an example from my data:

Chemist (EN) Text 01 (Freitas, 1990)

S: hello!

C: hello! (gives S prescription)

S: thank you. /would you like to wait?

C: unhum. (p.199)

As it can be observed, in this opening section, the participants produce a rather informal adjacency pair (greeting-greeting) in order to open the channel and establish the conversation.

#### 1.2.2.2. Openings

The closing sections differently from the openings are generally the part of the conversation where the participants (without having anything else to mention) close the conversation. It should be observed that conversations can not just stop, i.e. they have to be closed, except for those in which participants are in a continuous state of incipient talk.

According to Schegloff and Sacks (1973),

closings are to be seen as achievements, as solutions to certain problems of conversational organization. (p.234)

Closings, just as openings, appear very explicitly in service encounter conversations and telephone talks. These are examples of closing sections from the Portuguese data:

Telephone Caller (PN) Text 02 (Dalacorte, 1991)

C: Tudo bem, eu volto a ligar mais tarde, 'brigada.

Pharmacy (PN) Text 03 (Freitas, 1990)

S: era só isso aqui?

C: Só sim.

[cashier/gets goods from S.]

C: obrigado.

S: obrigado. (p.210)

In the telephone example, the caller makes an arrangement and thanks the answerer closing therefore the conversation. In the pharmacy example, the server utters a pre-closing "era só isso aqui?" which is accepted by the customer "só sim" initiating the closing section which is ended with the adjacency pair "Obrigado-obrigado".

### 1.3. Classroom Interactions versus Real Interactions

Lectures, interviews, meetings are some of the different types of interaction, among others.

Because conversations are normally unplanned and unpredictable, the teaching of "talk" is a difficult task, as the formal language classroom does not seem to provide an appropriate environment for the occurrence of real conversation. In other words, conversation requires spontaneous and truthful negotiation of information achieved through the participants' ability to deal with the turn-taking system which consists of the organization and distribution of turns worked out by participants. The turn-taking system is based on two major features of conversation as described by Schegloff (1973):

- (1) at least, and no more than, one party speaks at a time in a single conversation; and (2) speaker change reccurs (p.236).

A major feature of language teaching discourse, however, is that the teacher is normally in charge of the students' performance in class, i.e. the teacher generally controls students' utterances.

Another important characteristic of language teaching as mentioned in the introduction is that the discourse of a foreign language classroom has two separate layers of interaction; the inner and the outer.

For Willis (1987), the inner language consists of the forms to be learned that the teacher has selected as goals for that lesson (p.2) in which the sequences of utterances bear "little or no resemblance to possible sequences in normal discourse" (p.2).

On the other hand,

the outer structure provides the framework of the lesson, the language used to socialise, organise, explain, and check, and generally to enable the pedagogic activities to take place (p.2).

Willis (1987) also presents a set of features of the inner layer some of which I consider as the same as those features of EFL textbook conversations: students produce the correct sentence forms, and not really exchange information (p.7); the discourses formed in the inner layer are not coherent on their own (p.4) and the discourses are only interactive "in so far they are related to the exchange on the outer layer" (p.4-5); it doesn't really matter whether the student tells the truth when replying" (p.5).

Sinclair and Brazil (1982) have a good example of a foreign language class in which there is a change in levels:

- T: Tell me, when did the boys put up their tent?  
When?  
[pupil's name)  
P: Late in the afternoon.  
T: Late in the afternoon, yes.  
Is it late in the afternoon now?  
[pupil's name)  
P: No.  
T: No.  
What is it?  
Is it in the afternoon now?  
No, when is it?  
It is in the...  
P: In the afternoon.  
T: No, no.  
Sit down.  
Is it in the afternoon now?  
You.  
P: No, it is morning.  
T: It is in the...  
P: it is in the morning.  
T: Now once again.  
P: It is in the morning.  
T: It is in the morning.  
Now, sit down. (p.24)

Sinclair and Brazil (1982) explain that in the utterance "In the afternoon" the student "may have misunderstood the teacher's use of a template" (p.24) "It is in the afternoon." According to the authors, the student "assumed that he was to make up a phrase on the inner level, which, need not of course, have information value" (p.24). For Sinclair and Brazil (ibid.) the utterance "It is in the..." elicited by the teacher "is an example of the switch from outer to inner" (p.24).



According to Willis (1987) the focus on form and not on the information exchanged is a characteristic of most conversations in language teaching and this makes them 'pseudo-interactive' (p.5).

However, for Willis (ibid.) in a classroom setting, the inner language depends on the outer layer to exist (p.5).

A dialogue to be really communicative, therefore, should have, not only structural organization (formal closings and openings for example), and a systematic order of turn-taking.

It also needs to have all the other interactional features pointed out by the theorists of interaction, in other words, participants should be engaged in a social context where information is exchanged, the conversation should have a purpose and an outcome. This does not seem to happen when students are "practicing" a dialogue from a textbook.

#### 1.4. Comments on the Claims

Specially because EFL Textbook conversations are written, they are in the inner layer of discourse since they are not really interactive as the authors claim, but 'pseudo-interactive.' The 'turn-taking' system is allocated by the author, the structural organization is not overtly marked there is no passing of real information, the topics are determined by the aim of the lesson, there is no negotiation between participants, and as Willis (1987) suggests, it does not matter if the participants are telling the truth or not.

Textbook conversations in a sense, are very similar to fictional dialogues. However, while fictional dialogues have a

narratorial purpose, EFL talk has a pedagogic aim. Although those two types of written interaction seem to be the same, both are simplified and reduced forms of ordinary oral talk, according to Caldas-Coulthard (1988, p.42), they are distinguished by their functional outcome.

In relation to the textbooks' claims that they aim at teaching communicative and cultural competence, through the dialogues, I believe that the main focus is still on teaching linguistic production. Considering that communicative competence is the ability to communicate successfully in the target language whereas cultural competence is the knowledge of the cultural background of the language learned, I question whether EFL Textbook conversations are really concerned with teaching such competence or at least making the students aware that there are differences among languages. As the lessons' presentations follow a selection of grammatical structures to be taught, in fact, the conversations have as first task to fulfill the linguistic needs of the lessons as I intend to discuss in the next chapter through the comparative analysis of real and pseudo-dialogues.

## CHAPTER 2

### CLOSINGS

In this chapter, I analyse the structure of the closing sections of both Portuguese and English real interactions contrasted with the structure of closing sections of EFL Textbook dialogues. The analysis is based on Sacks and Schegloff's (1973) theory of the overall structural organization of closing sections.

The data analysed here consist of closing sections of service encounter interactions in pharmacy and travel agency settings.

Based on the contrastive analysis, I will try to answer the following questions: are there similarities and/or differences between the closing sections of the natural data and the closing sections of EFL Textbook data? Do the closing sections of EFL dialogues follow the overall structural organization as described in the theory? What are the problems for a Brazilian learning English through EFL Textbook dialogues?

## 2.1. The Structural Organization of Closings

Schegloff and Sacks (1973) analyse closing sections of single conversations. Based on natural conversations, the authors propose to develop a 'technical basis for the closing problem' through the description of features of 'the organization of speaker turns' (p.233). That is, based on the analysis of the turn-taking system, the authors attempt to solve the problem of the closing sections. So, in order to do such analysis the authors resort to the "organization of topic talk, and the overall structural organization of the unit "a single conversation" (p.233). The authors assume that the materials they are dealing with exhibit a certain order. They intend to

explicate the ways in which the materials are produced by members in orderly ways that exhibit their orderliness and have their orderliness appreciated and used, and have that appreciation displayed and treated as the basis for subsequent action (p.234).

The authors consider the closing sections as part of the overall structural organization of single conversations (p.235). For this reason, the reference to the order of organization of conversation is necessary. So, two basic features of conversation are suggested: "at least, and no more than, one party speaks at a time in a single conversation" (p.236) and "speaker change recurs" (p.236). Assuming that these features activate the turn-taking system, the transition from one utterance to another, or from one speaker to another is marked

by a 'transition relevance of possible utterance completion' (p.236). This completion is placed within the utterance and so, the transition becomes relevant to a next speaker. These two features which are fundamental for the conversation, "make no provision for the closing of the conversation" (p.237). So, the authors raise the basic problems concerned with closings. A first question then is asked "how is the transition relevance of possible utterance completion lifted"? (p.238) An answer to this question is suggested: through the use of 'terminal exchanges' which are "composed of conventional parts, e.g., an exchange of 'good-byes" (p.238). Thus, a terminal exchange is a case adjacency pair, which is defined as having the following features:

- (1) two utterance length, (2) adjacent positioning of component utterances, (3) different speakers producing each utterance (p.238).

The utterances that constitute these sequences are related to each other due to the "operation of a typology in the speakers' production of the sequences" (p.238).

The typology operates in two ways: the utterance types can be 'first pair parts' (i.e. first parts of pairs, the first 'good bye' for example) and second pair parts (the answer to the first 'good bye') and a first pair part and a second pair part form a 'pair type' (p.238).

In order to recognize a first pair part, the authors suggest the following ways: through the syntactic construction and through the 'use of conventional components' (p.239). At this point, a possible solution to the problem of where to lift

the transition relevance is given: "transition relevance is to be lifted after the second pair part's occurrence" (p.240).

Now the next question raised by the authors is related to the "placement of the first part of terminal exchanges" (p.241).

Apparently, the placement of the first part of terminal exchange is "organized by reference to a properly initiated closing section" (p.242). In order to do this adequately, the authors refer to some aspects of the overall organization of conversation. A relevant aspect is the organization of topic talk. From this aspect it is possible to understand the ordering and distributing' of talk in conversations by participants, i.e. the positioning of mentionables in the conversation, being the concept of mentionables explained by the authors as "what gets talked about in a conversation" (p.242). The authors conclude that

One central feature of proper initiations of closing sections is their relationship to hither to unmentioned mentionables, and some methods for initiating closings seem designed precisely for such problem (p.245).

So, they suggest that the "first proper way of initiating a closing section" (p.246) is the 'pre-closing.' The pre-closing can also be called 'possible pre-closing' as the examples 'well' 'OK...' which may only indicate that the speaker "has not now anything more or new to say, and also to give a 'free' turn to a next who ..." (p.246) can introduce another topic' without violating topical coherence' (p.246). Schegloff notes that topical coherence refers to

considerations relevant to conversationalists in ordering and distributing their talk about mentionables in a single conversation (p.242).

However, and this is another possibility, a participant may have nothing else to add, and in this case the closing section is initiated. 'OK' is an example of a possible pre-closing that is placed after 'a close, or the closing down of a topic' (p.251) and such exchanges" as 'OK, OK' respect in their placement certain local orders of organization" (p.251) whereas the example 'I gotta go' which is an overt announcement can interrupt a topic and does not respect the orders of organization of conversation. In Portuguese a closing section can be initiated by pre-closings such as the examples, 'Que mais?' 'Mais alguma coisa?' 'Algo mais sr.?' A closing section may be initiated in other parts of the conversation. Questions such as 'Did I wake you?' may appear in the beginning of a conversation. In this case they are called 'pre-topic closing offers' (p.254). Making arrangements are also possibilities for closing a conversation.

A conversation can be re-opened at any of its parts, so

getting to a termination therefore involves work at various points in the conversation's, and the closing section's course; it requires accomplishing (p.262).

In my analysis, I will consider only the cases in which the closing sections of the conversations "end a state of talk" (p.262). Therefore, I will not take into account those cases in which participants are in a

continuing state of incipient talk who need not close segments with closing sections and terminal exchanges (p.262).

The closing section involves also a preparation of actions when ending an occasion. That is, action plays an important role in the occasion's ending as well.

## 2.2. Portuguese and English Data

The following items of this section show the results of the analysis of Portuguese and English closing sections of real interactions.

### 2.2.1. Turn-Taking System

From the analysis of the closing sections of service encounter interactions, it can be observed that they present the two major features of conversation, i.e. one party speaking at a time and the recurrence of speaker change. These are examples of Portuguese and English natural data:

Pharmacy (PN) Text 04 (Zornig, 1987)

C: Tens alguma coisa pro estômago?

S: Estomazil. Queres tomar já?

C: Queria. Obrigado.

Olha o copo. Obrigado. (p.119)

Chemist (EN) Text 05 (Freitas, 1990)

C: would you have batteries?

S: yes. / they are just where you looking.

[C: keeps looking at batteries]

C: sorry / you don't have the one I want.

S: okay. (p.199)



### 2.2.2. Questions as Transition Relevance

The transition relevance to a possible closing section can be expressed through the use of questions as the example 'mais alguma coisa?' in the Portuguese conversation:

Pharmacy (PN) Text 06 (Zornig, 1987)

S: Você?

C: Uma aspirina.

S: Mais alguma coisa?

C: Só isso. (p.117)

In English, questions are also used in utterances where the transition relevance to a closing section is lifted. The raising intonation in 'all right?' makes it a question in the next example:

Chemist (EN) Text 07 (Freitas, 1990)

C: [gives S. prescription]

S: thank you / are you going to wait for it?

C: yeah.

S: are you going to pay for it?

C: [nod of the head]

S: two sixty please.

C: [gives money]

S: thank you.

(long pause)

\* P: Miss ( )?/here you are./

[gives goods to [ ]]

thank you. / all right/

C: thanks.

S: bye.

C: bye. (p.202)

### 2.2.3. Actions as Transition Relevance

The transition relevance to a possible closing section can also be lifted through the participants' actions or a combination of actions and words. Sacks and Schegloff (1973) say that

in face-to-face interaction, a whole range of physical doings and positionings, ruled out by the priorities of maintaining a show of attention and interest (cf. Goffman, 1961, 1963, 1967), become available and/or required upon termination. (p.261)

According to the authors, to bring a conversation to an end

has to do with the organization of conversation as constituent part of an occasion or interaction. (p.263)

Thus, action as a constituent part of an interaction also influences in the closing of conversation. The following Portuguese examples have the transition relevance to a possible closing section lifted by actions:

Travel Agency (PN) Text 08 (Freitas, 1990)

S: oi!

C: Blumenau. / amanhã. 1 e 40.

S: 1 e 40?

S: (fills in the ticket and telephones to book) pode ser 36?

C: pode.

S: é 1.055.

\* C: (fills in the check 3 gives it to S.)

\* S: (gives ticket)

C: obrigado.

S: de nada.

(p.157)

Travel Agency (PN) Text 09 (Freitas, ibid.)

S: pois não?

C: passagem pra Itajaí?

S: (books/fills in/checks price) 683.

\* C: (pays)

\* S: (gives change and ticket) 'brigada.

C: (no word/leaves) (p.158)

In the example above, almost all the closing section is constituted by actions, except for the utterance 'brigado' produced by the server.

Travel Agency (PN) Text 10 (Freitas, ibid.)

S: você o que era?

C: eu queria uma passagem pra Balneário Camboriú.

S: pra quando?

C: dia 7 às 15 e 15

S: (books/fills in ticket) 544.

\* C: (pays)

\* S: (gives change to C. and ticket) vou ficar te devendo um, tá?

C: tudo bem.

S: obrigada.

C: de nada. (p.159)

In English, the transition relevance to possible closing sections also present actions, besides other conversational components, as in the next example:

Travel Agency (EN) Text 11 (Freitas, ibid.)

S: Hi. /can I help you?

C: a ticket from the University of Birmingham. /and then New street?

S: er. / when would you like to go?

C: on Thursday. / the ninth.

S: (fills out ticket)

do you want to go back to New Street?

- C: yes, please.  
 S: it's three twenty five. / paying by cash?  
 \* C: yeah. (pays)  
 S: thank you very much.  
 C: thanks. (p.174-175)

#### 2.2.4. Conversational Markers as Transition Relevance

The transition relevance to a possible closing section can also be lifted by conversational markers. This is an example in English:

Travel Agency (EN) Text 12 (Freitas, ibid.)

- S: Can I help?  
 C: just some information. / I've already got my tickets. / but I've got to make my booking now. / I wonder if it's possible to make through here.  
 S: sorry. / can I just look at your ticket please?  
 C: yeab.  
 S: right. / we can do it. / but it'll cost you 10 pounds.  
 C: 10 pounds?  
 S: yes.  
 C: oh dear.  
 S: yes. / because in booking the responsability will be ours so ----.  
 C: right. / I see but ----.  
 S: It's best for you to go London and do it directly..  
 \* C: that's what I think. /anyway. /thank you very much.  
 S: thank you.  
 C: bye bye.  
 S:.. bye. (p.197)

In this example, the customer's utterance 'that's what I think. /anyway./ thank you very much' has the conversational marker 'anyway' lifting the transition relevance to the closing section. This is another example in English:

Chemist (EN) Text 13 (Zornig, 1987)

C: Do you have any aspirins?

S: Aspirin, yes, sir. D'you want Bayers?

C: I do want Bayers.

\* S: All right then, what'd you want? hundreds, fifties, or  
// ( ) )

C: Fifty.

S: Fifty. O.K. (goes to get) (p.128)

The server's utterance 'All right, then, what'd you want? hundreds, fifties, or // ( ) )?' presents the conversational markers 'All right, then' raising the transition relevance. However, in this example, the server in the same utterance introduces a new topic 'what'd you want? hundreds, fifties, or // ( ) )?' The introduction of a new topic according to Schegloff and Sacks (1973) can be introduced in any part of the conversation. Let's examine the next example:

Travel Agency (EN) Text 14 (Freitas, 1990)

S: Can I help anybody?

C: yes, please. / Can I have a railcard and. / er. / I already want to make use of it. / I mean. / I want a ticket. / Birmingham London.

S: right. / first. / have you got two photographs with you?

C: yeah. / here you are.

S: (gets card)

could you fill in with your name please?

C: yes sure.

S: can I see your Guild card please?

C: (gives S card)

(pause)

\* S: It's four pounds fifty.

C: yes. / can I have the ticket from Birmingham London as well?

S: oh yes. / sorry. / (return or ----?

C: (return please.

S: that'll be er. / Are you travelling today?

C: tomorrow.

\* S: right. / so that'll be 14 pounds all together.

C: (pays)

S: (gives change / tickets and card)

C: thank you very much.

S: thank you. / bye.

C: bye.

(p.196)

Here, differently from the others, a transition relevance is first raised by the assertive 'It's four pounds fifty' in which the server assumes that the customer does not have anything else to say. However, in the customer's next utterance a new topic is introduced 'yes, can I have the tickets from Birmingham London as well?' The use of 'as well' shows that the customer understood the previous utterance as a possible initiation of a closing section. This is confirmed by the server's next utterance 'oh, yes. / sorry' in which the server makes an excuse for trying to initiate a closing section. The transition relevance to the closing section of this conversation is lifted by the conversational markers 'right. / so...' in the utterance 'right / so that'll be 14 pounds all together'.

#### 2.2.5. Closing Sections

After talking about how and where the closing sections are initiated, I will comment on other components of the closing sections themselves. In service encounter interactions closings generally present a possible component part described by Sacks and Schegloff (1973) as a "thanking."

Greetings may be also used in service encounter conversations, as for example, exchanges of 'goodbye.' This is an example in Portuguese:

Bank (PN) Text 15 (Zornig, 1987)

C: Tudo bem? Paga esses condomínios.

S: Já vou buscar a pastinha.

\* C: Deu? Muito obrigado, hem!

Tchau.

(p.127)

\*

#### 2.2.6. Power Relations

In the previous examples, closing sections are introduced both by customers and servers. However, both in Portuguese and English the servers are responsible for the initiation of the closing sections in most cases. The fact that servers introduce closing sections may indicate that they want to show condescension, i.e. that they know that they hold the control of the interaction but that they give the customers the chance to accept or refuse the initiation of the closing section. The servers' strategy is generally very subtle, and participants are not aware of who is in control.

#### 2.3. EFL Textbook Data

The results of the analysis of EFL Textbook closing sections will be presented in the next sections.

##### 2.3.1. Turn-Taking System

The EFL textbook conversations present the two major features of the turn-taking system just as the natural data. However, overlaps or interruptions of turns, which can occur in

normal interactions, are never present in EFL materials. This is an example:

Travel Agency Text 16 (Interactions I)

A: May I help you?

B: yes, could you tell us the fare to San Diego?

A: The round-trip fare is \$29.50.

B: When will the next bus leave?

A: Let's see. It's 5:25 now. You might still catch the 5:30 bus. (p.110)

### 2.3.2. Questions as Transition Relevance

In some EFL textbook conversations, questions are used to raise the transition relevance to a possible closing section as the following example shows:

Pharmacy Text 17 (Streamline Connections)

E: Could I have a tube of toothpaste, please?

F: With fluoride or without fluoride?

E: With fluoride, please.

\* F: Is that all, sir?

E: yes, that's all, thank you.

F: Shall I put it in a bag?

E: Please. (Unit 9)

In this example, the server asks 'is that all, sir?' as an attempt to lift the transition relevance to a possible closing section, similarly to the natural data.



### 2.3.3. Actions as Transition Relevance

In EFL textbook conversations, there is the omission of a transition relevance to a closing section. This is an example:

#### Travel Agency Text 18 (Streamline Departures)

K: Excuse me ...  
 L: Yes, can I help you?  
 K: Yes, I'd like some information about trains please.  
 L: Where to?  
 K: ... to London.  
 L: When?  
 K: Tomorrow.  
 L: Morning or afternoon?  
 K: In the evening. About six o'clock.  
 L: There's one at 6.40.  
 K: Thank you. (Unit 15)

In this dialogue, there is no apparent transition, i.e. the conversation closes abruptly by the customer's production of the first pair part of the adjacency pair 'greeting-greeting' in this case not followed by the expected second pair part. This abruptness sounds rude in natural conversations, because, when a participant raises a transition relevance to a possible closing section, in fact, s/he is trying to be polite, following the politeness rules suggested by Lakoff (1973):

1. Don't impose.
2. Give options.
3. Make A feel good - be friendly (p.298)

In this case, intonation would help to soften the rudeness of the suddenly use of 'Thank you'. However the omission of a transition relevance point is the problem here and makes this closing section strange.

#### 2.3.4. Conversational Markers as Transition Relevance

Conversational markers also lift the transition relevance to possible closing sections in EFL Textbook conversations, for example:

##### Pharmacy Text 19 (Streamline Connections)

A: Good afternoon.

B: Good afternoon. Can I help you?

A: Yes, I've got a terrible headache.

B: How long have you had it?

A: Only about two three hours.

\* B: Well, try these tablets. Take two with water every three hours.

A: Thank you very much.

(Unit 9)

In this conversation, the conversational marker 'well' followed by the suggestion 'try these tablets' lift the transition relevance to the closing section. However, in many cases I observed that EFL Textbook dialogues do not present conversation markers to indicate an introduction to a possible closing section.

#### 2.3.5. Closing Sections

In many cases, EFL Textbook conversations lift the transition relevance, but omit the other components of the closing section. This is an example:

##### Travel Agency Text 20 (Streamline Connections)

E: Have you got any seats left for the Stratford excursion?

F: Yes, sir. There are a few seats left.

E: Is that the one that goes to Oxford as well?

F: That's right.

E: How long does the whole excursion take?

F: Approximately ten hours, sir.

\* E: Shall I pay now?

F: If you don't mind, sir.

(Unit 46)



In this conversation, the customer raises the transition relevance to the closing section which is accepted by the server and that's the closing of the conversation as a learner would think. The omission of the closing makes the conversation end abruptly and this sounds rude, the same happens as in the next example:

#### Bank Text 21 (Interactions I)

A: Can I cash this check?

B: Sure. Will you please sign your name on the back? And may I see two pieces of identification?

A: Here are my driver's license and a credit card.

B: How do you want it?

A: I'm sorry - could you repeat that?

B: Do you want ten dollar bills, twenties...?

A: Oh, I'll take it in tens.

(p.110)

The inclusion of a component part of a closing section, a greeting term, for example, would make these dialogues sound less rude.

#### 2.3.6. Power Relations

In many examples of EFL textbook service encounter interactions, closing sections are introduced by customers who are often responsible for closing the dialogues. This may indicate that servers are viewed by EFL Textbooks as passive participants. Apparently, textbooks try to make customers the ones responsible for controlling the conversation. This is not

the case in reality as the natural data show.

#### 2.4. Contrastive Analysis

Closing sections of EFL Textbooks are similar to real ones in the following aspects: they present the two major features of the turn-taking system and there are transition relevance points lifted to initiate closings. However, closings are different in many aspects. Firstly, despite the fact that transition relevance is raised to initiate the closing sections, the purposes for doing so are not the same as those of the natural data; i.e. textbooks raise the transition relevance to end the written dialogue and not for the communicative purpose of ending an interaction. Secondly, closings are introduced without transition relevance which is not common in real interactions. Thirdly, interactions such as service encounters which normally require a closing do not present the closing sections. Fourthly, there is an apparent inversion of power relations between participants in service encounter interactions.

These differences make EFL textbook dialogues different from natural conversation in relation to their closings. It seems that these differences interfere with the structural organization.

Despite the similarities, a Brazilian learning English would have some problems when faced with real situations. First, the student would not raise adequately the transition relevance to a closing section in English because textbook dialogues do not emphasize the communicative function of raising the transition relevance point to a closing. Second, the student

would find it natural to end a conversation without the appropriate closing when it is required, as in cases of service encounter interactions and would be considered impolite by a native speaker. Third, the student would not be able to define the power relations existent in the English environment because EFL textbook dialogues do not reflect this reality.

These are initial hints for my investigation. In the next chapter, I will analyse opening sections which will bring additional facts to confirm my assumption that conversations of EFL textbooks are not "natural language."

## CHAPTER 3

### OPENINGS

Openings like closings are structural componential parts of conversations. Openings and closings, according to Schegloff (1979) are responsible for carrying the most prominent distinctive features of types of conversations. Thus, the analysis of the structural organization of openings is important here.

As in the previous chapter, based on the results of the analysis carried out on closings, now I intend to check whether textbooks openings follow the overall structural organization described by the theorists. I will also try to detect some problems faced by Brazilian learners of English.

For this analysis, I have chosen opening sections of telephone conversations for three main reasons: firstly, openings in telephone conversations are explicit and have to occur, otherwise the interaction could not be completed; secondly because telephone conversations are very common in EFL

materials; thirdly because Schegloff's (1979) studies on openings showed that telephone openings have the same structural organization of openings of other interactions, differing only in relation to the identification and recognition issue and to the 'lack of visual access' (p.25) of each other.

I decided to take the examples in English from Schegloff (1979) and Levinson (1983) due to the impossibility of collecting real data in English. The Portuguese data were collected by myself, but I could only record one part of the interaction, either the caller's or the answerer's. So, the Portuguese data will have a sample of a caller and of an answerer but of different interactions. As the main concern of my dissertation is not the analysis of interactions in isolation, but the comparison of natural openings and EFL textbooks openings, the data collected are sufficient to give me evidence for the difference between real and pseudo-interaction.

### 3.1. The Structural Organization of Openings

Schegloff's (1979) analysis of telephone conversation openings is the basis for this discussion. His analysis has two purposes:

[first the] examin[ation] of how speakers display and achieve identification and recognition; and, second, [the] presentation of the methodological procedures by which such work can be accomplished (p.24).

Despite being mainly concerned with opening sections of telephone conversations, the author argues that

the talk people do on telephone is not fundamentally different from the other talk they do (p.25).

So, the procedures for the analysis of other opening sections than those of telephone conversation may be the same. Telephone talks are different from the other types of conversations in their openings, however, because they have a sequence of identification/recognition. Telephone talks are nevertheless similar to other types of conversations

in the systematic ways turns are allocated, sequences built, trouble repaired, words selected (p.25).

### 3.1.1. Recognition/Identification

As recognition is of major importance in telephone conversations and has to be accomplished orally, Schegloff (1979) analyses it as a part of the conversation. So, the analysis of the sequences of the conversations where recognition occurs contributes not only to the acknowledgement of one type of conversational opening but also to the analysis of other types of openings.

In the opening sections of telephone talks, the turn types that address identification and recognition can be classified according to turn components. Schegloff (1979) listed nine types of turn components.



## 1. greeting terms

A: H'llo?

B: h Hi: (p.28)

## 2. answerer's name or address term in interrogative or quasi-interrogative intonation contours (p.28)

C: Hello.

M: Miz Parsons? (p.28)

## 3. answerer's name or address term in assertive, exclamatory, or terminal intonation contours (p.29)

C: Hello?

M: Charlie.

T: Hello:

C: Uh Tiny.

P: Hello?

L: Phil! (p.29)

## 4. question or noticing concerning answerer's state (p.30)

P: Hello::

A: Are you awake? (p.30)

## 5. first topic or reason for the call (p.30)

F: Hello:

R: Whenwillyoubedone. (p.30)

## 6. request to speak to another (switchboard request) (p.30)

A: H'llo:

B: Is Jessie there? (p.30)

## 7. Self-identification (p.31)

B: H'ello?

D: Hi. Bonnie. This is Dave. (p.31)

## 8. question re-identity of answerer (p.31)

L: Hello:

M: H'ello, is this kitty? (p.31)

## 9. joke, or joke version of one of the above (p.31)

Ba: Hello?

B: Hello?

Ba: Hello?

B: Hello?

Ba: Hi Bonnie.

B: Hi he heheheh 'hh

B: heheheh (p.31)

These types of turn components can appear singly or in combinations. Different sequence types are derived from these combinations, for example, greeting sequences, though in any of them there is reference to the identification/recognition issue (p.32).

3.1.2. First Turns

In a sequence of telephone openings, there are first turns and second turns. 'Hello' is the major type of initial turn, as in the example in Portuguese:

Answerer (PN) Text 22 (Dalacorte, 1991)

C: ((rings))

A: Alô:

C: ( )

A: Só um minutinho.

Self-identification is the second major type of initial turn. For example, in Portuguese:

Answerer (PN) Text 23 (Dalacorte, 1991)

C: ((rings))

A: Universidade.

C: ( )

Schegloff (1979) says that

at a phone whose callers are not expectably recognizable and are not expectably oriented to answerers as recognizables, answerers' first turns routinely are designed to afford categorical confirmation that the caller reached what he intended, typically by self-identification. (p.33)

Whereas the phone calls in which answerers are recognizable, the "answerers' first turns regularly supply a voice sample" (p.33).

### 3.1.3. Second Turns

Schegloff (1979) points out that most of the second turns refer to the "identification/recognition issue for the caller." (p.33)

In face-to-face interactions, greetings, for Schegloff (1979), are generally the first exchange of a conversation and are preceded by pre-beginnings of the interaction such as "looking, eyes aversions, pace changes..." (p.34) and the completion of a greeting exchange means for the party the mutual recognition. However, it is not like this in telephone

conversations. Pre-beginnings do not occur. Thus the caller that uses a greeting term alone in his/her first turn (which is the second turn of the sequence) is claiming that the answerer has been recognized from the answerer's first turn. Levinson's (1983) example has a clear analysis of this case:

	C: ((rings))	((SUMMONS))	
T <sub>1</sub>	R: Hello	((ANSWER)) + ((DISPLAY FOR RECOGNITION))	
*T <sub>2</sub>	C: Hi	((GREETING 1 <sup>st</sup> PART))	
		((CLAIM THAT C HAS RECOGNIZED R))	
T <sub>3</sub>	R: Oh hi::	((GREETINGS 2 <sup>nd</sup> PART))	
		((CLAIM THAT R HAS RECOGNIZED C))	(p.312)

According to Schegloff (1979), a second greeting after the first greeting (as in the example above) indicates that "the answerer has reciprocally recognized the caller" (p.35).

If recognition of the caller is not achieved by the answerer, the answerer may keep silent to indicate non-recognition. This gap of silence may be followed either by the revision of the first part by its speaker or by a dispreferred second part produced by the receiver of the first part. A possible way out for the speaker of the first part is "to supply additional resources for the recognition" (p.37).

Deception may occur when the answerer returns the greeting, "although no recognition has been accomplished" (p.42). For example,

A: Hello
B: Hi:
A: Hi: (03) Oh <u>Hi</u> Robin.

According to Schegloff (ibid.) A's first 'Hi' is deceptive (p.43).

Mistaken recognition may also happen, as in the example,

IL: Hello:..

D: Hi:..

IL: Hi Mickey,

D: No it's Debbie... (p.44)

So far, my main concern here has been the non-overtly identificational second turn in which the caller supposes the recipient will recognize him/her. Now, I will talk about the overtly identificational second turns (caller's first turn) which may be directed to self-identification of the caller or interested in the identification of the answerer.

In some cases, self-identification occurs in the caller's first turn, for example:

M: Hello? =

\* G: = Hello it's me.

M: Hi (p.45)

Two other types of turn components may follow self-identification when it appears in the caller's first turn: switchboard requests and "How are you" type questions. For example,

S: Hello:..

\* P: Pt. 'hh H:i This is Penny Rankin from Lincoln I'm a friend of Pat's.

S: She:re. (p.46)

R: Hello.

\* L: Hi Rob. This is Laurie. How's everything.

R: ((sniff)) Pretty good. How 'bout you.

L: Just fine. The reason I called was to ask... (p.47)

Schegloff (1979) considers presequences the

turn-types which initiate a sequence understood to be specifically preliminary to a later turn or sequence (p.49).

As examples of presequences, the author lists: preinvitations, for example "Are you doing anything?" (p.49); preannouncements and prerequisites. These presequences can be followed by preferred or dispreferred second parts. Some presequences such as prerequisites are used to avoid "less preferred first parts of adjacency pairs" (p.49).

In relation to dispreferred sequences, the author says that

for achieving recognition from co-participant, self-identification by name is less preferred than recognition by inspection (p.50).

In relation to preferred sequences, Schegloff (1979) says that the pre-self-identification

provides the possibility of success without recourse to the less preferred route of self-identification (p.51).

For example,

A: Hello.  
 \* B: Connie?  
 \* A: Yeah Joanie. (p.51)

### 3.2. Portuguese Data

#### 3.2.1. Switchboard requests

The following examples present one of the types of turn components described by Schegloff (1979). These telephone opening sections are examples of request to speak to another (switchboard request):

Caller (PN) Text 24 (Dalacorte, 1991)

C: ((rings))

A: ( )

\* C: Alô, alô, por favor, a Adriana está?

Answerer (PN) Text 25 (Dalacorte, ibid.)

C: ((rings))

A: Alô

\* C: ( )

A: (fulano), só um minuto.

In both examples, the identification/recognition issue is not overtly addressed, i.e. the participants do not overtly recognize or self-identify themselves. Thus, the participants do not produce dispreferred sequences in these examples.

#### 3.2.2. Questioning reidentification of answerer

The next examples present another type of turn components. As described in the theory, in these openings, the participants 'question reidentity of answerers'. In these cases, the second turns are dispreferred sequences because they overtly address the identification recognition issue. Switchboard requests

follow the dispreferred sequences in the next two openings:

Caller (PN) Text 26 (Dalacorte, ibid.)

C: ((rings))

A: ( )

C: De onde fala? (question reidentification of answerer)

A: ( )

C: Queria falar com o Dr. Magno. (switchboard request)

A: ( )

C: Magno.

A: ( )

C: Cardiologista.

A: ( )

C: Cardiologista.

Caller (PN) Text 27 (Dalacorte, ibid.)

C: ((rings))

A: ( )

C: Oi.

A: ( )

C: Quem tá falando? (question reidentity of answerer)

A: ( )

C: Quero falar com o Alberto. (Switchboard request)

A: ( )

C: É o Carlos.

In the last example, the answerer also questions reidentity of the caller who identifies himself "É o Carlos."

### 3.2.3. Self-identification

Another type of turn component described by Schegloff (1979) is self-identification. He explains that for those cases in which recognition is not expected by participants, self-identification generally occurs. Self-identifications such as "("American Airlines")" (p.33)



projects a type of identification for caller (e.g. "customer") and aspects of the type of conversation getting under way (e.g. "business"). (p.33)

The next examples are similar to this description:

Answerer (PN) Text 28 (Dalacorte, ibid.)

C: ((rings))  
 \* A: Sonimed.  
 C: ( )  
 A: É.  
 C: ( )  
 A: Tã.  
 C: ( )  
 A: Só um minutinho.

Answerer (PN) Text 29 (Dalacorte, ibid.)

C: ((rings))  
 \* A: Sonimed.  
 C: ( )  
 A: Marly.  
 C: ( )  
 A: Quem tã falando?

Answerer (PN) Text 30 (Dalacorte, ibid.)

C: ((rings))  
 \* A: Sonimed.  
 C: ( )  
 A: Qual?  
 C: ( )  
 A: Seis mil e novecentos.  
 C: Uh, uh.  
 A: ( )  
 C: de nada.

Answerer (PN) Text 31 (Dalacorte, ibid.)

C: ((rings))  
 \* A: Cida. Academia, bom dia.  
 C: ( )

### 3.2.4. English and Portuguese openings

From the examples in English presented in the theory and the Portuguese ones collected by myself, I could observe that in most cases, both follow the structure described by Schegloff (1979). However, the Portuguese data showed that participants often produce dispreferred sequences which are not so common in English. The theory suggests that the English participants seek to produce preferred sequences. Thus, the major difference between the English and the Portuguese examples is in the ways participants address the identification/recognition issue. In English, participants prefer to address it non-overtly, whereas in Portuguese participants overtly address this issue. Such difference may not affect the structural organization of the opening sections in Portuguese, but it affects directly the participants' cross-cultural relationships.

## 3.3. EFL Textbook Data

### 3.3.1. Self-identification

The next examples present self-identification as turn components in textbooks telephone openings.

#### Telephone Text 32 (Developing Strategies)

- Nicky: Dale. It's Nicky here.

Dale: Oh, hi. Look, I don't think we'll get to that party of Neil's tonight. I can't get my bike to start. I've been working on it all day.

Nicky: That's OK. I didn't think you would. I've asked mum if I can borrow the car, and she says I can.

Dale: Great! ... (Teacher's Book, p.21)

Telephone Text 33 (Building Strategies)

- Barbara: Hello, Rod! Barbara here.
- Rod: Oh, oh, hello, Barbara.
- Barbara: Are you busy?
- Rod: Well, yes, actually. I'm just having a shower.
- Barbara: Oh, sorry. I'll ring back later. OK?
- Rod: Er ... yes. Fine. Bye! (p.56)

In these cases, the caller utters firstly, after the telephone ring (summons). In the same utterance, the caller produces a dispreferred sequence - self-identification. Still in the first utterance, the caller recognizes the answerer without any voice sample.

Some EFL textbook examples present the self-identification of the caller in the first utterance in cases which the major topic is not business, differently from Schegloff's (1979) description.

Here are some of the examples of these dispreferred sequences:

Telephone Text 34 (Developing Strategies)

- Carol: Hello. Carol speaking.
- Dave: Hi Carol. This is Dave.
- Carol: Hi.
- Dave: I'm sorry I didn't phone you earlier but I had an extra class... (Teacher's Book, p.67)

Telephone Text 35 (Building Strategies)

- Jenny: Hello. This is Jenny Hart speaking.
- Simon: Oh, hello, Jenny. Simon here. Simon wills.
- Jenny: Oh, Simon, how nice to hear you. Are you ringing about the invitation, didn't you?

Simon: Yes, thanks, I did. That's just it, I'm afraid. You see I'm already tied up that evening...

(Teacher's Book, p.64)

Telephone Text 36 (Building Strategies)

James: James Hart speaking.

Penny: James? Penny here.

James: Penny! Hello How are you? ...

(Teacher's Book, p.64)

Similarly to the openings presented above, the following example also has self-identification of the caller, but without the answerer's self-identification:

Telephone Text 37 (Interactions I)

(The telephone rings.)

A: Hello.

B: Hello, Susan. This is Janet... (p.61)

3.3.2. Questioning reidentification of answerer

The next examples present the caller uttering firstly, producing a greeting term; an asking for the answerer's identity without any voice sample, which is also a dispreferred sequence:

Telephone Text 38 (Building Strategies)

Rod: Hello. Is that Lynne?

Lynne: Yes, speaking.

Rod: Lynne, this is Rod ringing...

(Teacher's Book, p.85)

Telephone Text 39 (Interactions I) (exercise to complete the sentences).

Fred: Hi, Allan. How are you? I \_\_\_\_\_ (call) you

last night about 10:00, but you \_\_\_\_\_ (not  
be) home. What \_\_\_\_\_ you \_\_\_\_\_ (do)?  
Allan: At 10:00? Let's see - at around 10:00 ... (p.164)

In the following example, the answerer asks for the caller's identity without any voice sample:

Telephone Text 40 (Streamline Departures)

Mrs Colt: Hello ... Elmer? ... Is that you?

Elmer: Yes, Momma.

Mrs Colt: Where are you now, Elmer? (Unit 66)

These examples seem very strange and unrealistic. They are also funny in the sense that it would be impossible for the caller to identify the answerer without even hearing his/her voice.

### 3.4. Contrastive Analysis

Based on the analysis of the data, it can be observed that the EFL textbook opening sections do not exactly conform to the expected features of telephone conversations that follow a systematic sequential organization.

First, as Schegloff (1979) points out, in a systematic organization of sequences of telephone conversation opening sections, "the answerer speaks first" (p.65). As it could be observed, in most of the EFL textbooks examples this does not happen.

Second, in some examples, there is the recognition of the answerer or the caller without any voice sample which may not seem probable in normal circumstances.

Third, there is an overtly reference to recognition and/or identification, which is normally avoided by participants of real interactions. This means that little concern is given to the communicative effects of the overtly address to this issue, that is, the consequent production of dispreferred sequences.

Fourth, the self-identification of the answerer in the first utterance which characterizes a 'business' conversation, is also used some in intimate conversations in the EFL textbook examples. This also reflects the little concern given by such books to the major features of a telephone opening section.

Fifth, the different types of turn components that might appear in EFL textbook openings do not really match the real examples. In general, the textbooks mix the types of turn components and create a different case. In relation to special cases which also exist in natural conversations, Schegloff (ibid.) says that

... it is worthwhile keeping in mind that the "special" cases are variants engendered by a systematic sequential organization adapted and fitted by the parties to some particular circumstances... (p.68)

However, textbooks do not make any comment in relation to those particular circumstances.

Thus, what happens in textbooks is the opposite of the description, i.e. they take particular cases and standarize them. According to Schegloff's (1979) description "the outlines of the organization's "standard product" are discernible through the variations of the particular case" (p.68). As an example of a particular case, the author presents an opening similar to EFL

textbook examples:

M: Hello::  
 A: Hello Margie?  
 M: Ye::// S.  
 A: 'hhh we do painting, a:ntiquing.  
 M: I (hh) is that ri:ght.  
 (A): eh! hh/hhh:::  
 M: hnh hnh hnh! hh  
 M: 'hh  
 A: Keep people's pa'r too:ls,  
 M: Y(hhh)! hnh/hnh  
 A: I'm sorry about that//I din' see that. (p.68)

As explained by the author, the main focus in this example is not on identification/recognition, but on an apology but still dependent on the "organization of identification/recognition in telephone openings" (p.69).

As textbooks do not make any reference to such special cases, they make the examples the standard types of turn components.

Based on these points raised above, it is possible to conclude that EFL textbook examples do not display the components of the organization sequence of turns in the standard way. Differently from the special case explained above, textbook conversations do not present any reference to such special circumstances which leads to the conclusion that the examples can not be considered real interactions.

From a structural perspective, then, it seems that textbook writers know very little about the rules of interaction of their own language. If this is so, we can not expect them to be knowledgeable about interactional rules of a different culture. Then, what happens in many cases is that Brazilian learners of

English tend to transfer rules of Portuguese, i.e. produce dispreferred sequences which are perfectly accepted in our culture when using the phone in English, and once again, mis-cross-communication can occur.



## CHAPTER 4

### CONVERSATIONAL STRATEGIES

In the previous chapters, I analysed the structural organization of closings and openings of natural conversations compared to EFL textbooks'. However, other aspects of conversation such as conversational strategies and style also characterize interactions. So, in this chapter I will analyse conversational strategies in the data collected based on Tannen (1986).

I firstly discuss conversational strategies and then present some examples in order to answer the following questions: are EFL textbook conversations concerned with differences among languages in relation to conversational strategies? Are participants of conversations in textbooks concerned with the message or with the metamessage? Do textbooks deal with conversational strategies such as indirectness in conversations and if so, how? Do dialogues in textbooks reveal any concern with the power/solidarity issue?

#### 4.1. Conversational Strategies

We know that people interact mostly through language, and that conflicts among people are expressed through conversation. The analysis of conversational style through a linguistic view can point to a solution to some of these conflicts.

The origin of conflicts may lay in the fact that each person has a different conversational style although people who speak the same language may share similarities among their different conversational styles (see chapter 5 for discussion on style).

According to Tannen (1986) conversational styles are expressed through conversational signals and devices that constitute conversational strategies.

##### 4.1.1. Message and Metamessage

In order to understand how conversational style works, Tannen (ibid.) says that in conversation what counts is not only the information conveyed by the meanings of the words, i.e. the message, but also

what is communicated about relationships - attitudes towards each other, the occasion, and what we are saying (p.28).

that is, the metamessage. So, talks that do not convey information, for example openings and closings of conversations, are sometimes not considered important. However, the metamessage conveyed by such talks is crucial to the

interaction.

#### 4.1.2. Politeness

In conversation people are always struggling for independence and involvement, so people are continually adjusting their talk. These adjustments are understood as "politeness phenomena" described by Lakoff's (1973) Rules of Politeness which consider the effects of what people say on others. Tannen (1986) observes that politeness can be a two-edged sword and that anything that you say or do not say sends metamessages that become part of the meaning of the conversation. Tannen (ibid.) gives an example of what one would say when another has misinterpreted his/her intentions:

"You said so."  
 "I said no such thing!"  
 "You did'. I heard you!"  
 "Don't tell me what I said." (p.40)

Just as there are misinterpretations at home, there are misinterpretations across cultures as well because

cultural difference necessarily implies different assumptions about natural and obvious ways to be polite (p.41).

#### 4.1.3. Conversational Signals and Devices

Generally, people do not say exactly what they mean in their messages, but they negotiate what they mean in the

metamessages through the use of linguistic signals and devices. These devices are the basic tools with which people "build strategies for balancing involvement and independence" (p.62) when talking to others.

Conversation is signalled through the various ways of talking, for example, talking too slow or too fast, too loud or too low, as well as through pitch, intonation and other phonological signals. These signals are used in devices that

work like showing you're listening, interested, establishing solidarity - or that you're not (p.54-55).

As such devices are not explicit, "they can be misinterpreted" (p.55).

Tannen (ibid.) explains four types of conversational devices: expressive reaction, which can both be interpreted as encouragement or an intimidation for example; asking questions is another device used to show interest but which can be considered "nosy, overbearing, or hinting at someone else" (p.56); complaining which can be understood both as "a sign of solidarity" (p.56) or as "a violation of trust" (p.56); and finally, apologizing which can also have different meanings for participants.

These devices constitute the conversational strategies used in conversation in order to balance involvement and independence (p.62).

#### 4.1.4. Indirectness

A conversational strategy described by Tannen (ibid.) is indirectness. She explains the two payoffs of indirectness: "payoffs in rapport and in self-defense" (p.66). But there are also reasons why people can't be direct.

One of the reasons why people won't say what they mean is the metamessage of rapport, the other reason is that indirectness protects people, though it has its dangers, as the cases of misinterpretations.

Jokes, sarcasm and figures of speech work as conversational devices that are also indirect.

Despite the dangers, indirectness is also "aesthetically pleasing" (p.75) because it establishes accomplishment between participants.

There are also reasons why people can't say what they mean: it would be boring and people would also lose the metamessage of rapport when deciding to tell the truth people would have to think about "which of the infinite aspects of the truth to tell" (p.71). Being direct could also hurt the others.

#### 4.1.5. Power and Solidarity

For Tannen (ibid.), power and solidarity are another "dimension of human communication" (p.100). These terms are related to people's constant struggle for independence and involvement in interactions. Power is related to controlling others and resisting being controlled, and also with registering social status whereas solidarity searches for friendship.

Forms of address are examples of ways of expressing power and/or solidarity. Thus, the use of first name by both participants reveals solidarity whereas the use of first name by only one participant reveals power. In this context it is relevant to consider variables such as age, gender, and status, as they are directly linked to the power/solidarity issue.

According to Tannen (ibid.)

it's common for strangers - travel agents, salespeople, telephone - order clerks - to use first names of all women customers. In one sense, this shows condescension: lack of respect (p.104)

Although people use them and do it in order to be friendly, the use of titles in these situations would be considered 'awkward.'

Other ways of expressing concern or closeness such as "using first name, touching, and inquiring about health" (p.105) also express condescension, i.e. superior status. In these situations, people may "either resent and ignore the concern" (p.105) or the inverse.

Superior status may be also suggested through "the act of granting permission to take a role of equality" (p.107), though this expression of condescension can invite insolence.

Inappropriate solidarity may be invoked in order to influence others (p.109). Participants of service encounter interactions, for example, may invoke inappropriate solidarity in order to succeed in their businesses. So, solidarity may be invoked by participants through conversational devices in order to control the situation. For example, a case in which the server praises customer's appearance for using the product to be

sold.

A problem for conversationalists lies in the fact that ways of talking that show politeness are the same that show deference or inferior status.

For Tannen (ibid.)

the same ways of talking can imply solidarity or a power differential. A show of solidarity to honor involvement can seem like an imposition (a violation a independence), condescension (in sincere solidarity), or insolence (claiming inappropriate equality). On the other hand, the same ways of talking that show politeness by deference (not imposing) can seem ineffectual (lacking in power), snobbish (pretending to be superior), or pulling rank (p.116).

## 4.2. English Data

The following examples show how English native speakers use conversational strategies in service encounter interactions expressed through conversational devices and signals.

### 4.2.1. Indirectness

#### 4.2.1.1. Asking Questions

As Tannen (1986) suggests indirectness is a common conversational strategy used by participants in interactions.

The following examples show that participants ask questions as a device that indicates indirectness.

Drugstore (EN) Text 41 (Zornig, 1987)

C: Do you have Zig-Zags?

S: / How many?

C: Two

S: (places on the counter) (p.129)

In this conversation the customer asks the server "Do you have Zig-Zags?" This question does not work only as a request for information, i.e. asking if the server has Zig-Zags, but it works indirectly as a request for service and the server would not answer "yes, I have." In fact, the server understands the request and asks "/ How many?" which is the appropriate 'question-another initiation'.

Drugstore (EN) Text 42 (Zornig, *ibid.*)

(customer accompanied by a child)

C: Do you have bathing caps?

S: For yourself?

C: Yes.

S: Second aisle on your left. (p.129)

Similarly to the first example, in this one the customer also asks "Do you have bathing caps?" which is not a request for a service, again the server would not answer "Yes, I have" but asks "For yourself?" which is a possibility for the sequence 'question-another initiation'.

Notions (EN) Text 43 (Zornig, *ibid.*)

C: Do you have any stamp pads? -- No?

S: Ink stamp pads?

C: Right.

S: Yeah, yeah. Right here. (p.130)



In this example, the customer's question may be considered a request for information because of the server's request for clarification "Ink stamp pads?" However, it is also a request for service because the service is immediately performed by the server.

#### 4.2.1.2. Figures of Speech

According to Tannen (1986) "[people] like being understood without saying what [they] mean explicitly" (p.66) because by not being explicit, and because of the capacity of inference, the request is accomplished. So, figures of speech are devices used by participants to express indirectness. In the following examples, people recur to ellipsis, i.e. the omission of parts of speech in which only their actions are enough to the understanding of what they mean. This is an example:

Chemist (EN) Text 44 (Freitas, 1990)

S: hello!

C: hello! (gives the prescription)

S: thank you. / would you like to wait?

C: unhum.

S: two pounds sixty please.

C: (pays)

S: thank you. (gives C change)

C: thank you.

S: (takes prescription to the pharmacist while C keeps waiting for the medicine)  
(long pause)

P: Mr. ( )?

C: yes?

P: (gives medicine to C) thank you.

C: thank you.

P: bye.

C: bye.

(p.199)

In this example, the server and the customer produce "Hello-Hello," the adjacency pair 'greeting-greeting.' The customer's second pair part is followed by the action of showing the prescription, omitting a possible utterance "Can you make up this prescription?" which would sound repetitive and boring.

Chemist (EN) Text 45 (Freitas, ibid.)

S: hi!

C: hi! (gives prescription to S.)

S: thank you. / would you like to wait?

C: yes.

S: two sixty nine. / please.

C: oh I don't pay for that. / it's mom's.

S: oh. / can you sign it here for me (     )?. / please?  
(referring to the prescription)

C: (signs)

S: okay.

C: (keeps waiting)  
(long pause)

P: Mrs. Ingrams?

C: yes?

S: here you are. (gives goods to C.)

C: all right. / thank you.

P: thank you. (p.200)

The participants of this interaction also produce "Hi-Hi," the adjacency pair 'greeting-greeting' initiated by the server. As in the previous example, there is ellipsis because the customer does not say explicitly what s/he wants.

Chemist (EN) Text 46 (Freitas, ibid.)

S: (approaches C)

C: (gives prescription to S)

S: thank you. / five pounds twenty seven. / please.

C: (gives S money)

S: thank you. / would you like to wait?

C: yes. / please.

P: Mrs. ( )?  
 C: yes?  
 P: here you are. / thank you.  
     (gives goods to C.)  
 C: thank you very much.  
 P: bye bye.  
 C: bye. (p.199)

In this conversation, the opening section is all omitted, the request however is accomplished.

#### 4.2.2. Power Relations

Power relations in service encounter interactions are established simply by the fact that the server is in control of the talk. However, there are different ways of expressing solidarity. Let's examine the following dialogue:

Chemist (EN) Text 47 (Freitas, ibid.)  
 S: hello!  
 C: hi (gives S prescription) thank you dear.  
 S: would you like to wait?  
 C: yes dear. / we want. / thanks.  
 S: two pounds sixty nine. / please.  
 C: (gives S money)  
 S: thank you.  
 C: (gets change) thank you.  
     (long pause)  
 P: Mrs. Cooper? (gives goods to C.)  
 C: yes. / thank you.  
 P: thank you. / bye.  
 C: bye. (p.201-202)

Here the server greets the customer in order to establish solidarity. However, by initiating the opening section, the server shows that s/he is in control of the conversation. The customer, a woman in this case, calls the server 'dear' which is

a rather intimate form of address. In this case this form of address is used to express friendship. The next examples show that by not addressing the server the customer establishes distance.

Chemist (EN) Text 48 (Freitas, ibid.)

C: (gives S prescription)

S: thank you. / are you going to wait for it?

C: yeah.

S: are you going to pay for it?

C: (nod of the head)

S: two sixty please.

C: (gives the money)

S: thank you.

(long pause)

P: Miss ( )? / here you are. / (gives goods to C.)  
thank you. / all right?

C: thanks.

S: bye.

C: bye.

(p.202)

Chemist (EN) Text 49 (Freitas, ibid.)

C: (gives S prescription)

S: one pound eight. / please?

C: (gives money)

S: thank you.

(long pause)

P: Mr. Yeardley? (gives goods to C.)

C: yes.

P: here you are. / thank you . / okay? / bye bye.

C: thank you. / bye bye.

(p.203)

The pharmacists, here use titles such as 'Miss' or 'Mr.' which also establish distance, placing themselves in a different position from the customer. According to Tannen (1986)

standing off to be polite or considerate, including using title and last name, can be taken as a shown of superiority (p.111).

The choice of the address term in the above examples show that the participants of text 47 relate differently from the ones in texts 48/49. Solidarity and distance are linguistically marked.

### 4.3. Portuguese Data

Brazilian native speakers also have their conversational strategies when interacting with others. The following examples show how participants use conversational signals and devices in Portuguese.

#### 4.3.1. Indirectness

##### 4.3.1.1. Asking Questions

Brazilian participants like English speakers also resort to conversational devices such as asking questions to send metamessages. In the following examples the questions are asked by servers and indirectly mean an "offer to perform a task!" As indirectness has two big payoffs: rapport and self-defense, the following service encounter interactions are examples of the use of indirectness by servers mostly for self-defense as the offer to perform a task may place the server in an inferior position. These are some examples:

Clothes-shop (PN) Text 50 (Zornig, 1987)

S: A senhora?

C: Camisa, camisa social branca n. 2. Quanto tá?

S: ( ) Queres vê nesse preço?

C: Não. Obrigada.

(p.110)

Clothes-shop (PN) Text 51 (Zornig, ibid.)

S: o senhor?

C: Meia.

S: Meias?

C: (looks at some and leaves)

(p.115)

#### 4.3.1.2. Directives

The following example is a very common opening used by customers: the use of directives to request for a service. Apparently it looks like an order, but other components show that this is a cultural peculiarity and in fact not used as an order. The verb tense 'mais-que-perfeito' and the diminutive are instances of sentence components that soften the direct form of the utterance. Here is the example:

Clothes-shop (PN) Text 52 (Zornig, ibid.)

\* C: Eu queria vê roupinha pra nenen de 9 meses.

S: De malha?

C: De algodão.

S: Só tem conjuntinhos.

C: ( )

Obrigada.

(p.106)

#### 4.3.1.3. Figures of Speech

Similarly to the English data, Brazilian participants also resort to indirectness for rapport purpose. Ellipsis is one of the figures of speech chosen by participants of this interaction in a pharmacy setting to express indirectness:

Pharmacy (PN) Text 53 (Freitas, 1990)

C: (no word. / shows the prescription)

S: (gets goods)

S: foi agora?

S: foi.

S: O isso aqui e 10 comprimidos. / ta?

C: ta.

S: e coluna?

C: sim.

S: que aconteceu? voce.....

C: não. / fui fazer um trabalho ontem e fiquei muito tempo abaixado.

S: forçou muito a coluna?

.  
.  
.  
.

(p.206)

This example shows that, frequently, participants "inference" the meaning, creating a rather "summarized interaction. If this interaction were translated into English, the participants would sound very rude and distant.

#### 4.3.2. Power Relations

In the following examples of service encounter conversations, power relations are expressed through the establishment of distance by servers. The servers open the conversations which indicate that they are in control. The use of the formal address terms such as 'senhora' or 'senhor' establish distance between the customers and servers. This indicates that the servers are aware that they are the ones responsible for controlling the conversations. The customers on the other hand, do not make any attempt to address the server in

a special way, maintaining therefore the distance, which in a way is the appropriate behaviour for this kind of interaction. These are some examples:

Pharmacy (PN) Text 54 (Freitas, ibid.)

S: boa tarde.  
 C: boa tar'.  
 S: que falta pro senhor?  
 C: (shows prescription and murmurs)  
 S: Adalat, / e so Adalat que o senhor quer?  
 C: qual é o preço?  
 S: ta. / já venho já. / ta?  
     (goes to get goods)  
 S: Adalat né?  
 C: é.  
 S: ta custando.....

.  
 .  
 .

(p.206)

Pharmacy (PN) Text 55 (Freitas, ibid.)

S: a senhora?  
 C: (shows prescription)  
 S: (goes to check)  
 C: tem os dois?  
 S: tem os dois.

.  
 .  
 .

(p.209)

Pharmacy (PN) Text 56 (Freitas, ibid.)

S: pronto senhora?  
 C: tem esse remédio aqui (shows prescription)  
 S: Ginecozide. / drageas (gets the medicine)  
 S: é só?  
 C: só.  
 C: quanto tá?

.  
 .  
 .

(p.212)



The following conversation shows that the server wanting to establish solidarity calls the customer 'amigo'. We could say that like the English 'dear,' this form of address is inappropriate for the occasion.

Pharmacy (PN) Text 57 (Freitas, *ibid.*)

S: (approaches C.)

C: (shows prescription)

S: PV oral não tem amigo. / não tem.

C: falou. / 'brigado.

S: de nada

(p.215)

#### 4.4. English and Portuguese Data

Both English and Portuguese interactions show that participants use conversational strategies such as indirectness as indicated by devices such as 'asking questions' or 'figures of speech.' Differently from English, Brazilian speakers normally make requests using directives. Such use does not sound rude in Portuguese because politeness is expressed through the raising intonation used with the directives. These examples also show that variables such as social/cultural status, age or sex do not influence the use of directives. The customers' directives bellow exemplify this point:

Bank (PN) Text 58 (Zornig, 1987)

S: Daí doutor?

C: Tudo bom. (handing cheques to the server)

Quê vê meu saldo pra mim?

21 ( )

(p.126)

The following opening is produced by a female nurse of 29:

Bank (PN) Text 59 (Zornig, ibid.)

C: Dá uma olhadinha na 15 ( ) e confirma se é minha, Salete ( ).

S: ( )

C: Obrigada. (p.124)

Power relations in both Portuguese and English interactions are expressed through servers' holding the control of the conversation, indicated mostly by servers' initiating conversations and establishing distance or solidarity by using formal or informal address terms. In some cases, Brazilian servers may resort to inappropriate solidarity which is often expressed through informal forms of address or topic, as the next example shows:

Butcher's Shop (PN) Text 60 (Zornig, ibid.)

C: Fralda.

S: Quanto?

C: 4 quilos. Bem magrinha.

S: Fralda bem bonita. Que era mais meu jovem?

C: Queria uns 3 peitos de galinha.

S: Bom final de semana e bom apetite.

C: Obrigado e igualmente. (p.104)

#### 4.5. EFL Textbook Data

In the following EFL Textbook dialogues, what can be observed is that differently from the natural data, the focus is mostly on the message conveyed and on the form through which the message is being conveyed. For example, the EFL textbook conversation below compared to a similar encounter of the Portuguese natural data is very different. The pseudo-interaction is wordy and polite while the natural one is direct

and has no politeness markers:

Shoe-shop Text 61 (Streamline Departures)

M: I'd like a pair of shoes, please.

N: What colour would you like?

M: Brown.

N: And what size are you?

M: Five. Can I try them on?

N: Of course. (Unit 15)

Clothes-shop PN Text 62 (Zornig, 1987)

C: Meia fina.

S: ( ) Essa cor é boa. A outra é bronze. Mais alguma coisa?

C: Só. (p.105)

From this comparison, it should be observed that the way the messages are conveyed differ. This does not mean that they should be similar, but that some features of the EFL dialogue such as the well-formed sentences make it sound artificial.

#### 4.5.1. Indirectness

EFL Textbook conversations seem not to be really concerned with conversational strategies such as indirectness. The meanings are explicitly conveyed by the direct forms used by participants. These are examples:

Clothes-shop Text 63 (Streamline Destinations)

O: Good morning.

P: Good morning. I wonder if you can help me. I'm trying to find a Christmas present, for my father.

O: Might I suggest a tie?

P: Hmm... perhaps. Could you show me some ties?

(Unit 11)

Clothes-shop Text 64 (Opening Strategies)

Joanne: What lovely sweaters!

Girl: Can I help you?

Joanne: Yes. Can I have a look at those sweaters?

Girl: Yes, of course.

Joanne: They're nice. Can I try a black one on?

Girl: Certainly. What size are you?

Joanne: Size 12, I think.

Girl: Then you want a medium. They come in. Small, Medium and Large.

Joanne tries on a sweater.

Joanne: It's nice, but it's a bit big. Can you give me a small size, please?

Girl: Certainly. Here you are.

Joanne: What do you think, Paul?

Paul: It suits you.

Joanne: I think I'll have it. How much does it cost?

Girl: L 19.95.

Joanne: Can I pay by American Express?

Girl: Yes, of course. (p.87)

These interactions have direct well-formed sentences expressing exactly what is intended through the words.

Politeness is directly expressed through verb forms such as modals, for example, 'would' and 'can' sentences, for example, 'I wonder if you can help me' and 'can I help you'. Adjacency pairs are also well-formed so that misunderstandings do not arise. What happens to such conversations is that in order to be so clear and polite they become artificial. The payoff of rapport achieved by participants who use conversational strategies does not seem to be the main target of participants in EFL conversations. In fact, conversational strategies are not used in these dialogues because the main focus is on proper form.

#### 4.5.2. Figures of Speech

The following conversation is another example of explicit use of words in utterances, which is not common in natural conversations. Normally a real participant would recur to the figure of speech 'ellipsis' in order to establish rapport through indirectness. Here is the dialogue:

##### Pharmacy Text 65 (Streamline Connections)

G: Good evening.  
 H: Good evening. Can you make up this prescription, please?  
 G: Certainly. Would you like to wait?  
 H: How long will it take?  
 G: It'll be ready in twenty minutes.  
 H: Oh, I'll come back later.  
 G: All right, sir.  
 H: Shall I pay now or later?  
 G: Later'll be all right. (Unit 9)

In contrast, English and Brazilian real participants do recur to ellipsis in conversation, as the next examples show:

##### Chemist (EN) Text 66 (Freitas, 1990)

C: hello!  
 S: hello!  
 C: (gives S. prescription)  
 S: would you like to wait?  
 C: yeah. Sure. / please.  
 S: one pound fifty nine. / please.  
 C: (pays)  
 S: (gives change) thank you.  
 C: thank you.  
     (long pause)  
 P: Mr. Levinson? (gives goods to C.)  
 C: yeah. / thank you.  
 S: thank you. / bye.  
 C: bye bye.

(p.203)

Pharmacy (PN) Text 67 (Freitas, ibid.)

S: (approaches).

C: (shows prescription) e só saber os preços desses remédios.

S: (checks the prices)

(p.215-216)

The difference again, between the two kinds of interactions seems very big. In the textbook dialogue, politeness is explicit, formal terms of address are present (sir) everything is said. There is no room for inference here.

The other extreme is the Portuguese example: only one sentence is uttered and the information is conveyed.

From the comparison of conversational strategies between natural and pseudo-interaction, we can see that written dialogues are made-up conversations that are quite different from real talk. Authors write what they assume conversationalists do in a real interaction. However, by confronting real instances of interaction with artificial ones, it becomes obvious that the concept of "communication" in language teaching has to be revised.

#### 4.5.3. Power Relations

Power relations are hard to be detected in such conversations due to the fact that the major focus is not on interactional factors as it occurs in natural conversations. The

focus on form makes the use of other aspects' almost alleatory.

The fact that customers and servers open these conversations are not sufficient to determine whether there are power relations expressed by any of the participants.

After discussing some aspects of conversational strategies, in the next chapter, I will concentrate on participants' style.

## CHAPTER 5

### CONVERSATIONAL STYLE

It is my assumption that a foreign language style is learned similarly to a first language style and that participants may change their styles in conversation depending on the situation.

I will try to answer here the following questions based on the analysis of style: how can a participant's style be detected? Is the conversational style issue concerned only with social/cultural features and the differences among languages? Are EFL textbooks concerned with style when presenting dialogues?

It should be observed that only some features of the participants' styles will be analysed here due to the restrictions of my data. However, the interactions I analyse will be enough to detect some devices that signal a participant's style in a conversation.



### 5.1. Conversational Style

Tannen (1984) suggests that style is anything said or done by someone and this "must be said or done in some way, and that way constitutes style" (p.8).

Style involves individual and social differences. For Tannen (ibid.)

each person's individual style is a combination of features learned in interactions with others (hence, social) plus features developed idiosyncratically (p.10).

She believes that style "is learned as an integral part of linguistic knowledge" (p.10). Tannen (ibid.) also believes that the acquisition of style in a foreign language should be similar to that of the first language, based on Schieffelin (1979) who demonstrates that "children learn social knowledge simultaneously with language structure" (p.10).

#### 5.1.1. Politeness

Tannen (1984) explains that Lakoff's (1973) rules of Politeness (don't impose, give options, be friendly) when applied have a "particular stylistic effect, i.e. the rule 'don't impose' creates distance; the second rule, 'give options' creates deference, and the third rule 'be friendly' creates camaraderie.

Based on these principles Tannen (ibid.) says that

preference for honoring one or another of these politeness principles results in a communicative strategy that makes up style. Conversely, conversational style results from habitual use of linguistic devices motivated by these overall strategies. Distance, deference and camaraderie, then, refer to styles associated with particular notions of politeness (p.11).

So, a high-considerateness style may be characterized by the application of the first rules - don't impose' (p.11) or the second one - give options' (p.11) whereas a high-involvement style may be characterized by the application of the third rule - be friendly' (p.11).

In relation to conversational styles in interaction, Tannen (1984) says that

whenever style is shared, there is a metamessage of rapport. The fact that people understand each other's way of signalling meaning is in itself proof of shared background and context (p.27).

According to the author, what happens is that when people talk, they use devices that "honor rapport and considerateness in conventionalized ways" (p.27) because people when communicating always struggle for independence/involvement.

Tannen (ibid.) lists the features used in devices' that characterize interpersonal involvement' (p.30):

1. Topic
  - a. Prefer personal topics
  - b. Shift topics abruptly
  - c. Introduce topics without hesitance
  - d. Persistence
2. Pacing
  - a. Faster rate of speech

- b. Faster turn taking
- c. Avoid interturn pauses
- d. Cooperative overlap
- e. Participatory listenership
- 3. Narrative strategies
- 4. Expressive paralinguistics
  - a. Expressive phonology
  - b. Marked pitch and amplitude shifts
  - c. Marked voice quality
  - d. Strategic within-turn pauses. (pp.30-31)

Tannen (ibid.) is mainly interested on the 'overtly signaling of interpersonal involvement' (p.30). So, in one of her examples, interpersonal involvement is signaled through a participant's introduction of personal topic using as linguistic device 'asking questions.'

- .....
- (1) Deborah: 'You live in LA?
  - (2) Chad: Yeah.
  - (3) Deborah: 'Y'visiting here?
  - (4) Chad: Yeah.
  - (5) Deborah: What do you 'dò there?
- .....
- (6) Chad: Uh: I work at Studio Prosuh- ...  
First Studios.
  - a: nd
  - (7) Deborah: yóu an ártist?
  - (8) Chad: No: no.
  - (9) Deborah: Writer?
  - (10) Chad: Yeah:. I write... ádvertising copy.
- (pp.54-55)

The devices that make a conversational style 'work along with the conversational mechanisms' (p.144). Tannen (ibid.) summarizes the following features of conversational style:

- 1. Relative personal focus of topic
- 2. Paralinguistic features (loudness, pitch, pauses, voice quality and tone)

3. Expectation that enthusiasm be overtly demonstrated through (quickness of response, paralinguistic features, free offer of related material, use of questions)
4. Use of questions, including echo questions as back-channel, information questions
5. Pacing (cooperative vs. obstructive overlap, timing of contribution relative to previous contribution, rate of speech, floor-getting devices)
6. Use of repetition
7. Topic cohesion
8. Tolerance for noise vs. silence
9. Laughter (pp.144-145)

According to the author, these and other ways of saying things are used to produce devices such as:

1. Machine - gun question (p.145)

as for example,

(1) Steve: I think it's basically done...

damage to children.

... That what good it's done  
is... outweighed by...

The damage.

Did you two grow up with

(2) Deborah:

Television?

(3) Peter: Very little. We had a TV in the Quonset  
How old were

(4) Deborah:

you when your parents got it?

We

(5) Steve:

had a TV but .... (p.64)

2. Mutual revelation/personal statements (p.145)

for example,

(33) Steve: That was my haunt cause  
I went down for children's concerts. (p.79)

3. Use of ethnically marked or otherwise ingroup-associated expressions

4. Story rounds

5. Ironical or humorous routines. (p.145)

For Tannen (ibid.) a person's style results from a combination of devices which are "used according to strategies for serving the human needs for interpersonal involvement and independence" (p.148).

## 5.2. A Brief Analysis of Style of the Data

In this analysis I will try to detect stylistic devices used by participants.

The devices will provide means to recognize both high-involvement style or high-considerateness style exhibited by participants. The style depends on factors such as social/cultural status, individual factors, and mostly on cross-cultural differences.

Perhaps, in some cases, individual factors may influence more than other factors. Some common features of participants styles however, may indicate a general preference for high-involvement or high considerateness styles in such interactions.

### 5.2.1. Natural English Data

The following examples of English interactions show that participants, both servers and customers exhibit high-involvement styles in order to establish rapport.

This first conversation shows that participants resort to devices such as 'repetition' 'questions' 'personal topic' 'modals' following the third politeness rule 'camaraderie' in order to establish involvement. Here is the example:

Restaurant (EN) Text 68 (Zornig, 1987)

C: May I have a bottle of Mich?

S: Are you twenty-one?

C: No.

S: No. (p.129)

It should be pointed out that the use of the modal "may" here suggests two possible implications: it may indicate a search for involvement if the use of the modal implies possibility, or a search for distance if the use of the modal implies the establishment of formality. The server's utterances prove that the first option is the most appropriate. Another observation should be made in relation to cultural differences that are implied in this interaction. Both participants share the same cultural knowledge in relation to the laws concerning alcoholic drinks. Thus, misunderstandings did not arise. In Brazil, for example, this conversation would not make much sense due to the fact that alcoholic drinks are sold to any person.

The other interactions also present devices such as 'questions', and the use of 'modals' to express a search for involvement by participants expressed through Lakoff's second

and third politeness rules. 'Reduced syntactic structures' are also devices that characterize such styles. As the examples show, participants' performance of service appear along with reduced sentences expressing high-involvement styles. These are the examples:

Restaurant (EN) Text 69 (Zornig, ibid.)

C: Do you have hot chocolate?

S: Mm-Hmm.

C: Can I have hot chocolate with whipped cream?

S: Sure. (leaves to get) (p.128)

Luncheonette (EN) Text 70 (Zornig, ibid.)

C: Do you have coffee to go?

S: Cream and sugar? (Starts to pour coffee)

C: Cream only.

S: O.K. (putting cream in) (p.129)

These conversations show that, in general English participants search for high-involvement styles because the devices used indicate that the participants, honour Lakoff's second and third politeness rules and the preference for these rules express a search for involvement. However, the devices used by participants that indicate this style, for example, 'asking questions' and 'modals' and 'reduced syntactic structures' are peculiar to their own language.

#### 5.2.2. Natural Portuguese Data

The examples of Brazilian interactions also show a search for involvement by participants. However, some devices used in Portuguese are not the same as those used in English.

Brazilian participants use diminutives, 'raising intonation' and 'indirectness' to express rapport. In the following example, the customer utters a sentence that is basically in the imperative form, but which is softened by the raising intonation that changes it into a question. In the same utterance, the use of the diminutive 'garrafinha' and the informal address term 'moço' are also expressions of high-involvement style. The server in this example uses indirectness in order not to answer negatively to the customer. This is explained in Tannen (1984):

Dreyfus[in Tannen (1984)] suggests that indirectness is the only way a subordinate person can manipulate within a relationship without redefining the relationship (p.16).

In this case, the waiter is applying the third politeness rule, camaraderie, which corresponds to the defensive goal of indirectness, as Tannen (1984) explains:

I may prefer not to let you know just what I mean, so that if you don't like it, I can deny (even to myself) that I meant such thing (p.14).

As the waiter could not answer negatively to the customer, he resorts to indirectness to politely answer the request, exhibiting a high-involvement style. Here is the example:

ICE-Cream Parlor (PN) Text 71 (Dalacorte, 1991)  
 FEMALE ADOLESCENT: Moço, me dá uma garrafinha de água?  
 WAITER: Só tem copo.  
 FEMALE ADOLESCENT: (pause) Dá dois copos.  
 WAITER: (goes to get)



The other interactions show that participants exhibit abrupt styles because they resort to the use of devices that indicate "expectation that enthusiasm be overtly demonstrated" (p.144) through "quickness of response and use of question" (p.144-145); and through the use of 'information question' (p.145):

ICE-Cream Parlor (PN) Text 72 (Dalacorte, ibid.)

WOMAN (standing at the counter): Quanto tã um Sunday?

WAITER: Quinhentos e cinqüenta.

WOMAN: Quinhentos e cinqüenta?...  
(leaves)

Luncheonette (PN) Text 73 (Dalacorte, ibid.)

MALE ADOLESCENT (standing at the counter): Oi, quanto  
que é um suco de melão?

SERVER: (says the price)

MALE ADOLESCENT: (leaves).

Politeness is not present in either conversations. Both customers do not even thank the servers for the information given. This expresses a rather abrupt style exhibited by these customers. This abrupt style is quite common in Portuguese. These are other examples:

Baker's Shop (PN) Text 74 (Zornig, 1987)

C: 8 pães de trigo.

S: 8? (p.94)

Baker's Shop (PN) Text 75 (Zornig, ibid.)

C: Dã 2 leites e 1 pão caseiro.

S: De milho ou de leite?

C: De Leite. (p.96)

### 5.3. English and Portuguese Data

The previous sections show examples of both English and Portuguese natural service encounter interactions. In general, the participants of these interactions search for high-involvement styles in spite of their language. However, the devices used to achieve such style are different from one language to the other. English speakers express a search for involvement through linguistic devices such as 'asking questions,' 'repetitions' and 'modals.' Brazilian speakers express involvement through 'diminutives,' 'raising intonation in 'directives' and 'also exhibit an abrupt style.' These different ways of expressing style contribute to misunderstandings that may arise in cross-cultural relationships.

### 5.4. EFL Textbook Data

Differently from the natural interactions, most of the textbook interactions analysed present participants exhibiting high-considerateness styles.

The devices used in these conversations usually seek for distance and deference. These are part of politeness rules that characterize high-considerateness style. Devices such as the formal address terms 'sir' 'madam' to establish distance; the used excuses to open a conversation and to make a request which follow 'don't impose' that characterizes deference; the use of formal modals such as 'could', 'shall' or 'would', and finally

the avoidance of personal topics, all characterize high-considerateness styles.

The first example shows a variation in style by participants. At the same time that the server shows a high-considerateness style, expressed by the use of 'sir', his final utterance '15p' is presented in a reduced syntactic form which characterizes high-involvement style. The customer also shows a change in style, as he opens the conversations uttering 'half a bitter, please' which is in a reduced syntactic form exhibiting high-involvement style and in the other utterance in which he thanks for the service he has, in other words, 'ordered'. This is the example:

Bar Text 76 (Streamline Departures)

E (man): Good evening.

F (man): Good evening.

E: Half of bitter, please.

F: Here you are, sir.

E: Thank you very much. How much is that?

F: 15p. (Unit 7)

Similarly to the last two Portuguese examples, this customer also exhibits an abrupt style.

The other examples show more consistency in the participants' style. Both servers and customers exhibit high-considerateness styles. Despite their consistent styles, this type is not common in such situations, as the natural data analysis show. The devices used to express such style are the following: formal address terms, indirectness, an excuse to ask for a service, modals, following the politeness rules that express distance and deference. These are the examples:

### Restaurant Text 77 (Streamline Departures)

Q (man): Oh, excuse me!

R (waitress): Yes, sir?

Q: Could you bring us some more tea, please?

R: Of course, sir.

Q: ... and could you bring me the bill,  
please?

I'm in a hurry. (Unit 19)

### Restaurant Text 78 (Streamline Connections)

Waiter: Good evening, sir... madam. Shall I take your coats?

Mr. Adams: Thank you. Where shall we sit, Barbara?

Waiter: Oh, would you like to sit over here, sir? Near the  
window.

Mr. Adams: Ah, yes... Could we see the menu?

Waiter: Certainly. Here it is. (Unit 70)

An observation should be made in relation to this third opening section. In the customer's first utterance 'Thank you. Where shall we sit, Barbara?' the participant is addressing his partner and not the waiter. However, the waiter answers this question. In this case, the waiter exhibits both types of styles: high-involvement style expressed by the intrusion in a private conversation, a device considered by Tannen (1984) as "expectation that enthusiasm be overtly demonstrated... through free offer of related materials" (pp.144-145). He also expresses high-considerateness style by the suggestion he gives which presents devices such as 'would like' form and the pronoun 'sir'. In relation to the waiter's interruption, it may be considered an attempt to save the customers' face in case the couple would choose a place previously reserved and the waiter would be constrained to answer negatively. Personally I doubt this was the author's intention when introducing such utterance

in this dialogue because the conversations are mostly introduced in order to present a new structure or grammatical forms or even new vocabulary. It should be observed here that there is nothing wrong with the focus on pedagogical aims for teaching issues, however, for conversational issues it makes a difference, and I believe that learners should be aware of the importance of the interactional features of conversation.

A final comment should be made here concerning the woman's participation in this interaction, i.e. she has been addressed three times and she contributes to the interaction with only two turns. Here is the whole interaction:

Restaurant Text 78 (Streamline Connection)

Waiter: Good evening, sir... madam. Shall I take your coats?  
 Mr. Adams: Thank you. Where shall we sit, Barbara?  
 Waiter: Oh, would you like to sit over here, sir? Near the window.  
 Mr. Adams: Ah, yes... Could we see the menu?  
 Waiter: Certainly. Here it is.  
 Mr. Adams: Do you fancy a starter?  
 Mrs. Adams: Mmm... I think I'll have the prawn cocktail. I'm very fond of prawns. What about you?  
 Mr. Adams: I'm not sure... I can't decide.  
 Mrs. Adams: Oh, I'd have the trout, if I were you. You always say that you like trout, and you haven't had it for a long time.  
 Waiter: Are you ready to order, yet, sir?  
 Mr. Adams: Yes... a prawn cocktail [for my wife], and the trout for me.  
 Waiter: And the main course, sir?  
 Mr. Adams: Veal for my wife. I can't decide between the veal and the chicken. What do you recommend?  
 Waiter: Oh, if I were you, I'd have the veal. It's the speciality of the house.  
 Waiter: What would you like with the veal?  
 Mr. Adams: Two mixed salads, please.  
 Waiter: ... any vegetables, sir?  
 Mr. Adams: Yes. Some cauliflower, some courgettes and some boiled potatoes, please.

Waiter: Anything to follow?  
 Mr. Adams: Can we order that later?  
 Waiter: Of course, sir.  
 Waiter: Would you like to see the wine list?  
 Mr. Adams: Yes... we'd like a bottle of dry white wine.  
 Waiter: May I suggest something?  
 Mr. Adams: Of course.  
 Waiter: Why don't you try a bottle of English wine?  
 Mr. Adams: English wine?  
 Waiter: Yes, it isn't very well-known, but it's being  
 produced in the south of England now. You'll be  
 surprised... it's very good. (Unit 70)

In this dialogue the participants seem to give more information than necessary, as for example, the introduction of personal topic in this utterance:

Mrs. Adams: Mmm... I think I'll have the prawn cocktail.  
I'm very fond of prawns. What about you?

This information is placed in the utterance without any apparent purpose and this makes the conversation sound artificial. Another utterance that also contributes to making the dialogue artificiality of the dialogue is:

Mrs. Adams: Oh, I'd have the trout, if I were you. You  
always say that you like trout, and you haven't  
had it for a long time.

In this example, the waiter makes suggestions which can be considered normal. A suggestion about the menu does not mean an intrusion in the customers' private life. However, the following example presents an unusual comment made by the waiter. In this case, the waiter introduces a highly personal topic, exhibiting a high-involvement style, differently from the natural data

which express rapport through other devices:

Restaurant Text 79 (Opening Strategies)

Diana: isn't it marvellous? We won.

Vince: Congratulations! The film was really great.

Diana: Yes, I'm really pleased. We've worked on it for over two years. Let's order some champagne. And what about something to eat? Have you had lunch yet?

Vince: No, we haven't. That sounds a good idea.

(Later)

Waiter: You look happy!

Diana: Yes, we won a Silver star award. Can you pour the champagne, please?

Waiter: With pleasure. (p.111)

Again the introduction of a personal topic by the waiter shows the artificiality of the dialogue.

### 5.5. Contrastive Analysis

Based on the analysis of the examples presented, it is now possible to answer the questions raised in the beginning of this chapter.

Firstly, it could be observed that a participant's style can be detected through the devices used in the conversation. So, participants of both Portuguese and English natural data exhibited high-involvement style expressed through the devices used by these participants. The participants of the EFL textbook data used devices that expressed both high-involvement and high-considerateness styles. However, the natural interactions expressed stylistic features more consistently whereas the textbooks interactions expressed such features in a more arbitrary way. For example, whenever a participant in a textbook

dialogue exhibited a high-involvement style, the devices used (introduction of highly personal topics, intrusion in private conversation) were not the ones that would normally be used by a participant in a natural conversation.

Secondly, the conversational style issue is directly related to social/cultural features. As the natural data show, both Brazilian and English participants exhibited high-involvement style though expressed through different devices.

For example, in Portuguese, diminutives and intonation are used to express rapport whereas in English, repetitions and semantic markers such as 'please' and modals are more commonly used to express rapport. Strikingly, textbooks do not make any reference to such differences which may lead to misunderstandings between a native speaker and a foreigner. In a language classroom environment, learners may reproduce patterns in the way they have been exposed to. However, if the differences of devices used to exhibit a style in the first language and in the target language are not emphasized, learners may not realize such differences by themselves.

Thirdly, it could be observed that EFL textbooks are not really concerned with style. The comparison of the three sources leads to the conclusion that, although textbook conversations have features of natural conversations, many times such features are used with pedagogical purposes which interfere in the organization of the conversation as a whole. Sometimes, it may interfere in one of the major points of discourse, i.e. coherence. For Tannen (1984) coherence in conversation is considered



the satisfaction of shared rhythm, shared appreciation of nuance, mutual understanding that surpasses the meaning of words exchanged, (...) goes beyond the pleasure of having one's message understood. It is a ratification of one's way of being human and proof of connection to the other people (p.152).

Tannen (1984) describes coherence in discourse as "the experience of a perfectly tuned conversation" (p.152). EFL Textbooks examples sometimes are not so perfectly tuned, which means that they are not really coherent discourses. Tannen (ibid.) suggests the investigation of coherence in discourse by raising the hypothesis that literary language is built on intensified features of ordinary language in accordance to Caldas-Coulthard's (1988) assumption as mentioned in the first chapter of this dissertation. What we could observe is that textbook conversations present features of ordinary language though not in an intensified way, but in an arbitrary way, i.e. they are mostly dependent on the pedagogical aims intended to be reached. For a language classroom, this does not represent a problem, but for a conversation in a real situation, stylistic features may influence the interaction.

Unfortunately, the 'pseudo-interactions' presented in textbooks are taught to Brazilian students of English as the appropriate model to be successfully applied in a real situation. This 'pseudo-style' learned from textbooks will probably lead students to misunderstandings and even to embarrassing situations. It may also happen that, not feeling confident about the style learned, the students transfer from their own language some devices and apply them to the foreign language. Problems may also arise in this case due to cross-

cultural differences. For example, in search of a high-involvement style, learners who used devices peculiar to their first language would not be understood as participants searching for involvement in the target language, if the two languages do not share the same devices to express rapport.

## CONCLUSION

In this dissertation, I have examined the closing and opening sections of service encounter interactions and telephone conversations from real interactions in both English and Portuguese and compared them to EFL dialogues. The analysis consisted of the comparison of the data according to the overall structural organization of closings and openings; conversational strategies, and conversational style exhibited by participants.

This contrastive study was carried out in order to test my initial hypothesis that EFL Textbook conversations - as part of the inner layer of discourse in a language classroom - are 'pseudo-interactions.' The differences found between EFL dialogues and natural conversation in relation to organizational and interactional features supported this hypothesis. The results, listed below, show these differences.

From the first aspect analysed, i.e. the overall structural organization of closings and openings, I observed that in some EFL Textbook conversations, structural features are different from natural conversations. For example, the transition

relevance point to closings are used inappropriately, or dispreferred sequences in telephone openings are used inadequately in EFL dialogues. The comparison also shows that EFL dialogues differ from natural conversations in the structural organization of closings and openings in relation to the way the turn components are displayed in the sequences.

In relation to interaction features, the results show that EFL dialogues do not really express concern to conversational strategies such as indirectness because in most cases the meanings are explicitly conveyed through the messages.

The analysis of conversational style showed that participants' styles in EFL dialogues seem to be chosen in an arbitrary way. In addition, the choice for high-considerateness style in EFL materials in most cases seems artificial.

The results suggests that EFL dialogues are not interactive. They may have features of real interactions; however, their major function is not communicative but pedagogical.

It should be noted that the conclusions drawn from this dissertation do not imply that EFL Textbooks should teach language through natural conversation. This would probably be unfeasible. It only suggests that Textbook writers should be more careful when claiming to teach real language through EFL dialogues.

The aspects analysed in this study are concerned with the organizational and interactional features of parts of conversation. However, there are other relevant aspects that are responsible for characterizing a language as well. For instance, phonological features of conversation, overall structural

organization of the whole interaction. Moreover, a language is also influenced by variables such as sex, age, social/cultural status of participants; the type of interaction at issue, among others. The limitations of this study prevent me from including these relevant aspects in my analysis.

Further studies may look at the aspects not included in this dissertation, such as those mentioned above in relation to language teaching. I believe that efforts should be made in order to improve EFL Textbook conversations by means of attempting to bring the inner language closer to the outer. The ideal would be the non-existence of the two layers of discourse in a language classroom. However, this is not possible because a classroom limits the environment in which subjects interact. EFL Textbooks should at least, show learners the interactional characteristics that distinguish the first and the target languages. In summary, EFL dialogues should provide communicative tools that will assure learners a trustful conversational competence in the target language.

# A P P E N D I X

Chemist (EN) Text 01 (Freitas, 1990) (p.199)

S: hello!

C: hello! (gives S prescription)

S: thank you. /would you like to wait?

C: unhum.

S: two pounds sixty please.

C: [pays]

S: thank you. [gives C change]

C: thank you.

S: [takes prescription to the pharmacist while C keeps waiting for the medicine]

(long pause)

P: Mr. ( )?

C: yes?

P: [gives medicine to C] thank you.

C: thank you.

P: bye.

C: bye.

Telephone Caller (PN) Text 02 (Dalacorte, 1991)

C: Tudo bem, eu volto a ligar mais tarde, 'brigada.

Pharmacy (PN) Text 03 (Freitas, 1990) (p.210)

S: [approaches C.]

C: [shows prescription]

S: quer os dois?

C: anham.

S: Combiron e Gino Canesten.

C: anham. / unhum.

C: eu tô vendo aquele estojinho ali. / da Even.

S: [brings the set]

C: mamadeira?

S: é mamadeira.

C: ( ) e são duas mamadeiras.

S: e uma xuca.

C: uma xuca e um ( ).

S: era só isso aqui?

C: Só sim.

[cashier/gets goods from S.]

C: obrigado.

S: obrigado.

Pharmacy (PN) Text 04 (Zornig, 1987) (p.119)

C: Tens alguma coisa pro estômago?

S: Estomazil. Queres tomar já?  
 C: Queria. Obrigado.  
 S: Olha o copo. Obrigado.

Chemist (EN) Text 05 (Freitas, 1990) (p.199)

C: would you have batteries?  
 S: yes. / they are just where you are.  
 C: oh. / sorry. / That's where I was looking.  
 [C: keeps looking at batteries]  
 C: sorry / you don't have the one I want. /  
 you don't have the one I want.  
 S: okay.

Pharmacy (PN) Text 06 (Zornig, 1987) (p.117)

S: Você?  
 C: Uma aspirina.  
 S: Mais alguma coisa?  
 C: Só isso.

Chemist (EN) Text 07 (Freitas, 1990) (p.202)

C: [gives S. prescription]  
 S: thank you / are you going to wait for it?  
 C: yeah.  
 S: are you going to pay for it?  
 C: [nod of the head]  
 S: two sixty please.  
 C: [gives money]  
 S: thank you.

(long pause)

P: Miss ( )?/here you are./  
 [gives goods to [ ]]  
 thank you. / all right/  
 C: thanks.  
 S: bye.  
 C: bye.

Travel Agency (PN) Text 08 (Freitas, 1990) (p.157)

S: oi!  
 C: Blumenau. / amanhã. 1 e 40.  
 S: 1 e 40?  
 S: (fills in the ticket and telephones to book) pode ser  
 36?  
 C: pode.



S: é 1.055.  
 C: (fills in the check 3 gives it to S.)  
 S: (gives ticket)  
 C: obrigado.  
 S: de nada.

Travel Agency (PN) Text 09 (Freitas, ibid.) (p.158)

S: pois não?  
 C: passagem pra Itajaí?  
 S: (books/fills in/checks price) 683.  
 C: (pays)  
 S: (gives change and ticket) 'brigada.  
 C: (no word/leaves)

Travel Agency (PN) Text 10 (Freitas, ibid.) (p.159)

S: você o que era?  
 C: eu queria uma passagem pra Balneário Camboriú.  
 S: pra quando?  
 C: dia 7 às 15 e 15  
 S: (books/fills in ticket) 544.  
 C: (pays)  
 S: (gives change to C. and ticket) vou ficar te devendo um, tá?  
 C: tudo bem.  
 S: obrigada.  
 C: de nada.

Travel Agency (EN) Text 11 (Freitas, ibid.) (p.174-175)

S: Hi. /can I help you?  
 C: a ticket from the University of Birmingham. /and then New Street?  
 S: er. / when would you like to go?  
 C: on Thursday. / the ninth.  
 S: (fills out ticket)  
 do you want to go back to New street?  
 C: yes, please.  
 S: it's three twenty five. / paying by cash?  
 C: yeah. (pays)  
 S: thank you very much.  
 C: thanks.

Travel Agency (EN) Text 12 (Freitas, ibid.) (p.197)

S: Can I help?

C: just some information. / I've already got my tickets. /  
but I've got to make my booking now. / I wonder if it's  
possible to make through here.  
S: sorry. / can I just look at your ticket please?  
C: yeah.  
S: right. / we can do it. / but it'll cost you 10 pounds.  
C: 10 pounds?  
S: yes.  
C: oh dear.  
S: yes. / because in booking the responsibility will be  
ours so ----.  
C: right. / I see but ----.  
S: It's best for you to go London and do it directly.  
C: that's what I think. / anyway. / thank you very much.  
S: thank you.  
C: bye bye.  
S: bye.

Chemist (EN) Text 13 (Zornig, 1987) (p.128)

C: Do you have any aspirins?  
S: Aspirin, yes, sir. D'you want Bayers?  
C: I do want Bayers.  
S: All right then, what'd you want? hundreds, fifties, or  
// ( )  
C: Fifty.  
S: Fifty. O.K. (goes to get)

Travel Agency (EN) Text 14 (Freitas, 1990) (p.196)

S: Can I help anybody?  
C: yes, please. / Can I have a railcard and. / er. / I  
already want to make use of it. / I mean. / I want a  
ticket. / Birmingham London.  
S: right. / first. / have you got two photographs with you?  
C: yeah. / here you are.  
S: (gets card)  
could you fill in with your name please?  
C: yes sure.  
S: can I see your Guild card please?  
C: (gives S card)  
(pause)  
S: It's four pounds fifty.  
C: yes. / can I have the ticket from Birmingham London as  
well?  
S: oh yes. / sorry. / (return or ----?  
C: (return please.

S: that'll be er. / Are you travelling today?  
 C: tomorrow.  
 S: right. / so that'll be 14 pounds all together.  
 C: (pays)  
 S: (gives change / tickets and card)  
 C: thank you very much.  
 S: thank you. / bye.  
 C: bye.

Bank (PN) Text 15 (Zornig, 1987) (p.127)

C: Tudo bem? Pagá esses condomínios.  
 S: Já vou buscar a pastinha.  
 C: Deu? Muito obrigado, hem!  
 Tchau.

Travel Agency Text 16 (Interactions I) (p.110)

A: May I help you?  
 B: yes, could you tell us the fare to San Diego?  
 A: The round-trip fare is \$29.50.  
 B: When will the next bus leave?  
 A: Let's see. It's 5:25 now. you might still catch the 5:30 bus.

Pharmacy Text 17 (Streamline Connections) (Unit 9)

E: Could I have a tube of toothpaste, please?  
 F: With fluoride or without fluoride?  
 E: With fluoride, please.  
 F: Is that all, sir?  
 E: yes, that's all, thank you.  
 F: Shall I put it in a bag?  
 E: Please.

Travel Agency Text 18 (Streamline Departures) (Unit 15)

K: Excuse me ...  
 L: Yes, can I help you?  
 K: Yes, I'd like some information about trains please.  
 L: Where to?  
 K: ... to London.  
 L: When?  
 K: Tomorrow.  
 L: Morning or afternoon?  
 K: In the evening. About six o'clock.

L: There's one at 6.40.  
K: Thank you.

Pharmacy Text 19 (Streamline Connections) ((Unit 9)

A: Good afternoon.  
B: Good afternoon. Can I help you?  
A: Yes, I've got a terrible headache.  
B: How long have you had it?  
A: Only about two or three hours.  
B: Well, try these tablets. Take two with water every three hours.  
A: Thank you very much.

Travel Agency Text 20 (Streamline Connections) (Unit 46)

E: Have you got any seats left for the Stratford excursion?  
F: Yes, sir. There are a few seats left.  
E: Is that the one that goes to Oxford as well?  
F: That's right.  
E: How long does the whole excursion take?  
F: Approximately ten hours, sir.  
E: Shall I pay now?  
F: If you don't mind, sir.

Bank Text 21 (Interactions I) (p.110)

A: Can I cash this check?  
B: Sure. Will you please sign your name on the back? And may I see two pieces of identification?  
A: Here are my driver's license and a credit card.  
B: How do you want it?  
A: I'm sorry - could you repeat that?  
B: Do you want ten dollar bills, twenties...?  
A: Oh, I'll take it in tens.

Answerer (PN) Text 22 (Dalacorte, 1991)

C: ((rings))  
A: Alô:  
C: ( )  
A: Só um minutinho.

Answerer (PN) Text 23 (Dalacorte, ibid.)

C: ((rings))  
A: Universidade.

C: ( )

Caller (PN) Text 24 (Dalacorte, ibid.)

C: ((rings))

A: ( )

C: Alô, alô, por favor, a Adriana está?

Answerer (PN) Text 25 (Dalacorte, ibid.)

C: ((rings))

A: Alô

C: ( )

A: (fulano), só um minuto.

Caller (PN) Text 26 (Dalacorte, ibid.)

C: ((rings))

A: ( )

C: De onde fala?

A: ( )

C: Queria falar com o Dr. Magno.

A: ( )

C: Magno.

A: ( )

C: Cardiologista.

A: ( )

C: Cardiologista.

Caller (PN) Text 27 (Dalacorte, ibid.)

C: ((rings))

A: ( )

C: Oi.

A: ( )

C: Quem tá falando?

A: ( )

C: Quero falar com o Alberto.

A: ( )

C: É o Carlos.

Answerer (PN) Text 28 (Dalacorte, ibid.)

C: ((rings))

A: Sonimed.

C: ( )

A: É.

C: ( )  
 A: Tã.  
 C: ( )  
 A: Sô um minutinho.

Answerer (PN) Text 29 (Dalacorte, ibid.)  
 C: ((rings))  
 A: Sonimed.  
 C: ( )  
 A: Marly.  
 C: ( )  
 A: Quem tã falando?

Answerer (PN) Text 30 (Dalacorte, ibid.)  
 C: ((rings))  
 A: Sonimed.  
 C: ( )  
 A: Qual?  
 C: ( )  
 A: Seis mil e novecentos.  
 C: Uh, uh.  
 A: ( )  
 C: de nada.

Answerer (PN) Text 31 (Dalacorte, ibid.)  
 C: ((rings))  
 A: Cida. Academia, bom dia.  
 C: ( )

Telephone Text 32 (Developing Strategies) (Teacher's Book, p.21)

- Nicky: Dale. It's Nicky here.  
 Dale: Oh, hi. Look, I don't think we'll get to that party of Neil's tonight. I can't get my bike to start. I've been working on it all day.  
 Nicky: That's OK. I didn't think you would. I've asked mum if I can borrow the car, and she says I can.  
 Dale: Great! Well, you could pick me up on the way then. In fact I want to go to Chapel anyway, so I'll wait for you there.  
 Nicky: Ok. Yes, that's easier than going to Ockley. Where shall I meet you?  
 Dale: Er... what about outside the church on the right

as you drive through. You know it. It's just before the turning left.

Nicky: Yes, I know where you mean. I'll meet you outside the church at eight o'clock.

Dale: Ok. See you then. And don't be late. It's bound to be raining!

Nicky: Ok. See you later. Bye.

Dale: Bye.

Telephone Text 33 (Building Strategies) (p.56)

- Barbara: Hello, Rod! Barbara here.

Rod: Oh, oh, hello, Barbara.

Barbara: Are you busy?

Rod: Well, yes, actually. I'm just having a shower.

Barbara: Oh, sorry. I'll ring back later. OK?

Rod: Er ... yes. Fine. Bye!

Telephone Text 34 (Developing Strategies) (Teacher's Book, p.67)

Carol: Hello. Carol speaking.

Dave: Hi Carol. This is Dave.

Carol: Hi.

Dave: I'm sorry I didn't phone you earlier but I had an extra class...

Carol: Oh, that's all right. I was busy with a costumer anyway.

Dave: Look, I've got tickets for the (City Gang's) concert on Saturday.

Carol: Great! I'd love to go.

Dave: Ok. I'll pick you up at your house at about 6.15.

Carol: Fine. See you then. Bye.

Dave: See you!

Telephone Text 35 (Building Strategies) (Teacher's Book, p.64)

Jenny: Hello. This is Jenny Hart speaking.

Simon: Oh, hello, Jenny. Simon here. Simon Wills.

Jenny: Oh, Simon, how nice to hear you. Are you ringing about the invitation, didn't you?

Simon: Yes, thanks, I did. That's just it, I'm afraid. You see I'm already tied up that evening...

Jenny: Oh, really? That is a pity.

Simon: Yes, I'm afraid it's been planned for ages. You see, some friends of mine from Scotland are coming down.

I haven't seen them for ages, and you know-well-I managed to get some tickets for the opera, and I promised to take them out to dinner afterwards. I can't get out of it, unfortunately. I, wish I could.

Jenny: Oh, what a shame! We were looking forward to seeing you. Still, if you can drop in later with your friends, we'd love to see you.

Simon: Thanks. Well, I'll certainly try, but I don't think there's much chance. Actually, I've written a letter to say I can't come.

Jenny: Oh, have you? That's very kind. Thanks. Well, keep in touch, Simon.

Simon: I will. Regards to James. And I hope the party goes well. Bye!

Jenny: Thanks, Simon. Goodbye.

Telephone Text 36 (Building Strategies) (Teacher's Book, p.64)

James: James Hart speaking.

Penny: James? Penny here.

James: Penny! Hello How are you? We got your letter, by the way. Sorry you can't come to the party.

Penny: Yes, I'm sorry too, but you know how it is.

James: You've got work to do, have you?

Penny: Afraid so. it's to do with work.

James: Well, you know the saying, 'All work and no play...'

Penny: Yes, I know, but I've got to mark all the examination papers and it's our school's parents' meeting on the same night as your party. And - you know - all the teacher have to be there. So I've got to go, I'm afraid.

James: yes, yes. I see. It's a late meeting, is it?

Penny: Well, it starts at seven-thirty and they usually go on until about ten.

James: Oh, well, if you find it ends early, come along.

Penny: I will do. Thanks, James. Bye!

James: Bye!

Telephone Text 37 (Interactions I - exercise on correcting mistakes) (p.161)

(The telephone rings.)

A: Hello.

B: Hello, Susan. This is Janet. Are we go hiking now?

A: I don't know. It might raining today.

B: You're right. There is cloudy. Do you want to go



tomorrow?

A: Yeah. I'll call you in the morning.

Telephone Text 38 (Building Strategies) (Teacher's Book, p.85)

Rod: Hello. Is that Lynne?

Lynne: Yes, speaking.

Rod: Lynne, this is Rod ringing at a bad time?

Lynne: No. I'm just reading. That's OK.

Rod: Listen, would you like to come for a drive in the country on Saturday? You know, we could go for a walk and see some local sights, have lunch in a nice country pub...

Lynne: Well, that's very kind of you. I'd love to, but I've got to go to the hairdresser's on Saturday morning and I ought to visit my grandmother in hospital in the afternoon, and do some washing too... And anyway, I've got to buy a birthday present because I'm going to a party in the evening.

Rod: Heavens! You are busy! What about Sunday instead?

Lynne: Well, I'm afraid I've got to have lunch with Mum and Dad and then I'm going to the cinema with a friend in the afternoon.

Rod: Well, how about going out for dinner or going for a drink on Sunday evening?

Lynne: Sorry, Rod, but I'd like to go to bed early.

Rod: That's OK. Some other time.

Lynne: Yes, some other time. But thanks for the invitation.

Telephone Text 39 (Interactions I - exercise to complete the sentences). (p.164)

Fred: Hi, Allan. How are you? I \_\_\_\_\_ (call) you last night about 10:00, but you \_\_\_\_\_ (not be) home. What \_\_\_\_\_ you \_\_\_\_\_ (do)?

Allan: At 10:00? Let's see - at around 10:00 I \_\_\_\_\_ (sit) in the hospital waiting room.

Fred: The hospital? What? Why - what \_\_\_\_\_ (happen)? \_\_\_\_\_ (be) there an accident? \_\_\_\_\_ someone (get) sick?

Allan: No exactly. You see, around 8:00 my wife and I \_\_\_\_\_ (have) dinner at a restaurant when it all \_\_\_\_\_ (start). The food \_\_\_\_\_ (taste) delicious. Let's see \_\_\_\_\_ she \_\_\_\_\_ (eat) a terrific steak while I \_\_\_\_\_ (enjoy) the chicken.

Fred: But why \_\_\_\_\_ you \_\_\_\_\_ (spend) the rest

of the evening in the hospital? What \_\_\_\_\_ (start) while you \_\_\_\_\_ (have) a good time at the restaurant?

Allan: The whole thing! It \_\_\_\_\_ (be) exciting, too! Around 9:00, I \_\_\_\_\_ (ride) with my wife in the ambulance while it \_\_\_\_\_ (speech) through the streets of the city. All the traffic \_\_\_\_\_ (have) to stop for us.

Fred: Ambulance? Why \_\_\_\_\_ you \_\_\_\_\_ (go) to the hospital in an ambulance?

Allan: Because we \_\_\_\_\_ (be) in a hurry. Then while the doctor \_\_\_\_\_ (take) care of my wife, I \_\_\_\_\_ (walk) back and forth. I \_\_\_\_\_ (smoke). I \_\_\_\_\_ (bite) my fingernails. I \_\_\_\_\_ (be) so nervous. I...

Fred: What \_\_\_\_\_ your wife \_\_\_\_\_ (do) at that time? What \_\_\_\_\_ (go) on?

Allan: She \_\_\_\_\_ (give) birth to a son and a daughter - twins!

Fred: Congratulations!

#### Telephone Text 40 (Streamline Departures) (Unit 66)

Mrs Colt: Hello ... Elmer? ... Is that you?

Elmer: Yes, Momma.

Mrs Colt: Where are you now, Elmer?

Elmer: I've just arrived in Prague, Momma.

Mrs Colt: You haven't sent me any postcards yet.

Elmer: Yes, I have... I've sent one from every city.

Mrs Colt: Have you been to Paris yet, Elmer?

Elmer: Yes, I have.

Mrs Colt: Have you been to Vienna yet?

Elmer: No, I haven't. We're going to Vienna tomorrow.

Mrs Colt: Elmer! Are you still there?

Elmer: Yes, Momma.

Mrs Colt: How many countries have you seen now, Elmer?

Elmer: Well, this is the eighth day, so I've already seen eight countries.

Mrs Colt: Have you spent much money, Elmer?

Elmer: Yes, Momma, I've bought a lot of souvenirs... and I want to buy some more. Can you send me a thousand dollars?

Mrs Colt: All right, Elmer.

Mrs Colt: Elmer, are you listening to me?

Elmer: Yes, Momma.

Mrs Colt: Have you taken many photographs, Elmer?

Elmer: Yes, Momma, I've taken a lot. I've used three

rolls of film.

Mrs Colt: Have you met any nice girls yet, Elmer?

Elmer: Oh, yes, Momma... there's a girl from Texas on the tour. We've done everything together.

Mrs Colt: Elmer! Elmer! Are you still there, Elmer?

Drugstore (EN) Text 41 (Zornig, 1987) (p.129)

C: Do you have Zig-Zags?

S: / How many?

C: Two

S: (places on the counter)

Drugstore (EN) Text 42 (Zornig, ibid.) (p.129)

(costumer accompanied by a child)

C: Do you have bathing caps?

S: For yourself?

C: Yes.

S: Second aisle on your left.

Notions (EN) Text 43 (Zornig, ibid.) (p.130)

C: Do you have any stamp pads? -- No?

S: Ink stamp pads?

C: Right.

S: Yeah, yeah. Right here.

Chemist (EN) Text 44 (Freitas, 1990) (p.199)

S: hello!

C: hello! (gives the prescription)

S: thank you. / would you like to wait?

C: unhum.

S: two pounds sixty please.

C: (pays)

S: thank you. (gives C change)

C: thank you.

S: (takes prescription to the pharmacist while C keeps waiting for the medicine)

(long pause)

P: Mr. ( )?

C: yes?

P: (gives medicine to C) thank you.

C: thank you.

P: bye.

C: bye.

Chemist (EN) Text 45 (Freitas, ibid.) (p.200)

S: hi!

C: hi! (gives prescription to S.)

S: thank you. / would you like to wait?

C: yes.

S: two sixty nine. / please.

C: oh I don't pay for that. / it's mom's.

S: oh. / can you sign it here for me ( )?. / please?  
(referring to the prescription)

C: (signs)

S: okay.

C: (keeps waiting)

(long pause)

P: Mrs. Ingrams?

C: yes?

S: here you are. (gives goods to C.)

C: all right. / thank you.

P: thank you.

Chemist (EN) Text 46 (Freitas, ibid.) (p.199)

S: (approaches C)

C: (gives prescription to S)

S: thank you. / five pounds twenty seven. / please.

C: (gives S money)

S: thank you. / would you like to wait?

C: yes. / please.

P: Mrs. ( )?

C: yes?

P: here you are. / thank you.

(gives goods to C.)

C: thank you very much.

P: bye bye.

C: bye.

Chemist (EN) Text 47 (Freitas, ibid.) (p.201-202)

S: hello!

C: hi (gives S prescription) thank you dear.

S: would you like to wait?

C: yes dear. / we want. / thanks.

S: two pounds sixty nine. / please.

C: (gives S money)

S: thank you.

C: (gets change) thank you.

(long pause)

P: Mrs. Cooper? (gives goods to C.)

C: yes. / thank you.  
 P: thank you. / bye.  
 C: bye.

Chemist (EN) Text 48 (Freitas, ibid.) (p.202)

C: (gives S prescription)  
 S: thank you. / are you going to wait for it?  
 C: yeah.  
 S: are you going to pay for it?  
 C: (nod of the head)  
 S: two sixty please.  
 C: (gives the money)  
 S: thank you.  
     (long pause)  
 P: Miss (    )? / here you are. / (gives goods to C.)  
     thank you. / all right?  
 C: thanks.  
 S: bye.  
 C: bye.

Chemist (EN) Text 49 (Freitas, ibid.) (p.203)

C: (gives S prescription)  
 S: one pound eight. / please?  
 C: (gives money)  
 S: thank you.  
     (long pause)  
 P: Mr. Yeardley? (gives goods to C.)  
 C: yes.  
 P: here you are. / thank you . / okay? / bye bye.  
 C: thank you. / bye bye.

Clothes-shop (PN) Text 50 (Zornig, 1987) (p.110)

S: A senhora.  
 C: Camisa, camisa social branca n. 2. Quanto tá?  
 S: (    ) Queres vê nesse preço?  
 C: Não. Obrigada.

Clothes-shop (PN) Text 51 (Zornig, ibid.) (p.115)

S: o senhor?  
 C: Meia.  
 S: Meias?  
 C: (looks at some and leaves)

Clothes-shop (PN) Text 52 (Zörnig, ibid.) (p.106)

C: Eu queria vê roupinha pra nenen de 9 meses.

S: De malha?

C: De algodão.

S: Só tem conjuntinhos.

C: ( )

Obrigada.

Pharmacy (PN) Text 53 (Freitas, 1990) (p.206)

C: (no word. / shows the prescription)

S: (gets goods)

S: foi agora?

S: foi.

S: Ô, isso aqui e 10 comprimidos. / ta?

C: ta.

S: e coluna?

C: sim.

S: que aconteceu? voce.....

C: não. / fui fazer um trabalho ontem e fiquei muito tempo abaixado.

S: forçou muito a coluna?

C: hoje eu nem conseguia levantar da cama.

S: era só isso aqui?

C: [nod of the head]

S: dà 234 tâ. / daí tu paga no caixa. / Pode pagar no caixa tâ?/ obrigado.

C: (goes to the cashier / then goes away).

Pharmacy (PN) Text 54 (Freitas, ibid.) (p.206)

S: boa tarde.

C: boa tar'.

S: que falta pro senhor?

C: (shows prescription and murmurs)

S: Adalat, / e so Adalat que o senhor quer?

C: qual é o preço?

S: ta. / já venho já. / ta?

(goes to get goods)

S: Adalat nê?

C: é.

S: ta custando 896. / tem 10% de desconto tâ. / menos 89. / quer levar um vidro?

(pause)

S: os outros o senhor já tem?

C: já.

S: na CEME o senhor não conseguiu. / o Adalat?  
 C: Anham?  
 S: já teve na CEME pra ver se tinha?  
 C: tive lá no INPS. / no departamento.  
 S: no INPS?  
 C: ( )  
 S: pode dar uma tentada ali na farmácia do hospital. / pode ser que tenha ali. / quer ir lá? eu deixo a notinha aqui. / o senhor vai lá. / se por acaso não tiver o senhor leva aqui.  
 C: pois é. / eu vou dar uma chegada lá.  
 S: tá?  
 C: depois eu passo aqui.  
 S: se não tiver lá daí o senhor pega aqui. / se tiver não tem problema não. / tá? / pode ir lá.  
 (C goes away / back + - 20 minutos later)  
 S: não tinha o Adalat?  
 C: {procurei ( ) e não tem.  
 S: procurou aonde? no INPS?  
 C: procurei no INPS e não tinha. / procurei o departamento e também não tinha.  
 S: e aqui no hospital também não tinha?  
 C: aí não tem. / o jeito que tem é comprar mesmo.  
 S: é. / o senhor paga ali no caixa / dá 604 tá?  
 C: (goes to the cashier)  
 C: isso é pra pressão né?  
 S: oi?  
 C: pressão né?  
 S: pressão coração. / é mais coração.  
 S: obrigado.  
 C: tá. obrigado.  
 S: de nada.

Pharmacy (PN) Text 55 (Freitas, ibid.) (p.209)

S: a senhora?  
 C: (shows prescription)  
 S: (goes to check)  
 C: tem os dois?  
 S: tem os dois.  
 C: e quanto que é cada um?  
 S: o Parenzyme com desconto fica duz'. / cento e oitenta e sete. / e o Anusol com desconto fica 180.  
 C: vou levar.  
 S: era só isso prá senhora?  
 [gives product to C.]  
 C: só.

(fills in ticket]  
 S: pagar no caixa tá? dá 367.  
 C: [goes to the cashier / then leaves].

Pharmacy (PN) Text 56 (Freitas, ibid.) (p.212)

S: pronto senhora?  
 C: tem esse remédio aqui (shows prescription)  
 S: Ginecozide. / drageas (gets the medicine)  
 S: é só?  
 C: só.  
 C: quanto tá?  
 S: cento e oitenta e nove cruzados e oitenta e cinco centavos. / senhora.  
 C: unhum.  
 C: [goes to cashier]  
 S: cento e sessenta e três cruzados. / senhora.  
 C: [pays]  
 S: pode ser essa caixinha aí. / a senhora pode colocar na bolsa [S. trying to help C. with the package]  
 C: unhum.  
 S: ôpa ôpa!  
 S: a senhora tem três cruzados?  
 C: [nod of the head]  
 S: obrigado.  
 C: por nada. / obrigado ao senhor.

Pharmacy (PN) Text 57 (Freitas, ibid.) (p.215)

S: (approaches C.)  
 C: (shows prescription)  
 S: PV oral não tem amigo. / não tem.  
 C: falou. / 'brigado.  
 S: de nada

Bank (PN) Text 58 (Zornig, 1987) (p.126)

S: Daí doutor?  
 C: Tudo bom. (handing cheques to the server)  
 Quê vê meu saldo pra mim?  
 21 ( )

Bank (PN) Text 59 (Zornig, ibid.) (p.124)

C: Dá uma olhadinha na 15 ( ) e confirma se é minha, Salete ( ).  
 S: ( )  
 C: Obrigada.



Butcher's Shop (PN) Text 60 (Zornig, ibid.) (p.104)

C: Fralda.

S: Quanto?

C: 4 quilos. Bem magrinha.

S: Fralda bem bonita. Que era mais meu jovem?

C: Queria uns 3 peitos de galinha.

S: Bom final de semana e bom apetite.

C: Obrigado e igualmente.

Shoe-shop Text 61 (Streamline Departures) (Unit 15)

M: I'd like a pair of shoes, please.

N: What colour would you like?

M: Brown.

N: And what size are you?

M: Five. Can I try them on?

N: Of course.

Clothes-shop (PN) Text 62 (Zornig, 1987) (p.105)

C: Meia fina,

S: ( ) Essa cor é boa. A outra é bronze. Mais alguma coisa?

C: Só.

Clothes-shop Text 63 (Streamline Destinations) (Unit 11)

O: Good morning.

P: Good morning. I wonder if you can help me. I'm trying to find a Christmas present, for my father.

O: Might I suggest a tie?

P: Hmm... perhaps. Could you show me some ties?

Clothes-shop Text 64 (Opening Strategies) (p.87)

Joanne: What lovely sweaters!

Girl: Can I help you?

Joanne: Yes. Can I have a look at those sweaters?

Girl: Yes, of course.

Joanne: They're nice. Can I try a black one on?

Girl: Certainly. What size are you?

Joanne: Size 12, I think.

Girl: Then you want a medium. They come in. Small, Medium and Large.

Joanne tries on a sweater.

Joanne: It's nice, but it's a bit big. Can you give me a small size, please?  
 Girl: Certainly. Here you are.  
 Joanne: What do you think, Paul?  
 Paul: It suits you.  
 Joanne: I think I'll have it. How much does it cost?  
 Girl: L 19.95.  
 Joanne: Can I pay by American Express?  
 Girl: Yes, of course.

Pharmacy Text 65 (Streamline Cconnections) (Unit 9)

G: Good evening.  
 H: Good evening. Can you make up this prescription, please?  
 G: Certainly. Would you like to wait?  
 H: How long will it take?  
 G: It'll be ready in twenty minutes.  
 H: Oh, I'll come back later.  
 G: All right, sir.  
 H: Shall I pay now or later?  
 G: Later'll be all right.

Chemist (EN) Text 66 (Freitas, 1990) (p.203)

C: hello!  
 S: hello!  
 C: (gives S. prescription)  
 S: would you like to wait?  
 C: yeah. Sure. / please.  
 S: one pound fifty nine. / please.  
 C: (pays)  
 S: (gives change) thank you.  
 C: thank you.  
 (long pause)  
 P: Mr. Levinson? (gives goods to C.)  
 C: yeah. / thank you.  
 S: thank you. / bye.  
 C: bye bye.

Pharmacy (PN) Text 67 (Freitas, ibid.) (p.215-216)

S: (approaches).  
 C: (shows prescription) e só saber os preços desses remédios.  
 S: (checks the prices)  
 S: Ginopletil. / são duas caixas né?  
 C: unhum.

S: oito.  
 C: {quanto é que tá?  
 S: Ginopleril tá duzentos e cinco cruzados e o ( )  
 oitocentos cruzados.  
 C: faça a conta aqui e depois eu volto aqui.  
 S: é duzentos e cinco isso aqui. / tá?  
 C: ( )  
 S: tem 10% de desconto tá?  
 C: tá.  
 S: tá. 'brigado.  
 C: obrigado também.

Restaurant (EN) Text 68 (Zornig, 1987) (p.129)

C: May I have a bottle of Mich?  
 S: Are you twenty-one?  
 C: No.  
 S: No.

Restaurant (EN) Text 69 (Zornig, ibid.) (p.128)

C: Do you have hot chocolate?  
 S: Mm-Hmm.  
 C: Can I have hot chocolate with whipped cream?  
 S: Sure. (leaves to get)

Luncheonette (EN) Text 70 (Zornig, ibid.) (p.129)

C: Do you have coffee to go?  
 S: Cream and sugar? (Starts to pour coffee)  
 C: Cream only.  
 S: O.K. (putting cream in)

ICE-Cream Parlor (PN) Text 71 (Dalacorte, 1991)

FEMALE ADOLESCENT: Moço, me dá uma garrafinha de água?  
 WAITER: Só tem copo.  
 FEMALE ADOLESCENT: (pause) Dá dois copos.  
 WAITER: (goes to get)

ICE-Cream Parlor (PN) Text 72 (Dalacorte, ibid.)

WOMAN (standing at the counter): Quanto tá um Sunday?  
 WAITER: Quinhentos e cinqüenta.  
 WOMAN: Quinhentos e cinqüenta?...  
 (leaves)

Luncheonette (PN) Text 73           (Dalacorte, ibid.)  
MALE ADOLESCENT (standing at the counter): Oi, quanto .  
                                que é um suco de melão?  
SERVER: (says the price)  
MALE ADOLESCENT: (leaves).

Baker's Shop (PN) Text 74 (Zornig, 1987) (p.94)  
C: 8 pães de trigo.  
S: 8?

Baker's Shop (PN) Text 75 (Zornig, ibid.) (p.96)  
C: Dã 2 leites e 1 pão caseiro.  
S: De milho ou de leite.  
C: De leite.

Bar Text 76 (Streamline Departures) (Unit 7)  
E (man): Good evening.  
F (man): Good evening.  
E: Half of bitter, please.  
F: Here you are, sir.  
E: Thank you very much. How much is that?  
F: 15p.

Restaurant Text 77 (Streamline Departures) (Unit 19)

Q (man): Oh, excuse me!

R (waitress): Yes, sir?

Q: Could you bring us some more tea, please?

R: Of course, sir.

Q: ... and could you bring me the bill,  
please?  
I'm in a hurry.

Restaurant Text 78 (Streamline Connection) (Unit 70)

Waiter: Good evening, sir... madam. Shall I take your coats?

Mr. Adams: Thank you. Where shall we sit, Barbara?

Waiter: Oh, would you like to sit over here, sir? Near the window.

Mr. Adams: Ah, yes... Could we see the menu?

Waiter: Certainly. Here it is.

Mr. Adams: Do you fancy a starter?

Mrs. Adams: Mmm... I think I'll have the prawn cocktail. I'm very fond of prawns. What about you?

Mr. Adams: I'm not sure... I can't decide.

Mrs. Adams: Oh, I'd have the trout, if I were you. You always say that you like trout, and you haven't had it for a long time.

Waiter: Are you ready to order, yet, sir?

Mr. Adams: Yes... a prawn cocktail [for my wife], and the trout for me.

Waiter: And the main course, sir?

Mr. Adams: Veal for my wife. I can't decide between the veal and the chicken. What do you recommend?

Waiter: Oh, if I were you, I'd have the veal. It's the speciality of the house.

Waiter: What would you like with the veal?

Mr. Adams: Two mixed salads, please.

Waiter: ... any vegetables, sir?

Mr. Adams: Yes. Some cauliflower, some courgettes and some boiled potatoes, please.

Waiter: Anything to follow?

Mr. Adams: Can we order that later?

Waiter: Of course, sir.

Waiter: Would you like to see the wine list?

Mr. Adams: Yes... we'd like a bottle of dry white wine.

Waiter: May I suggest something?

Mr. Adams: Of course.

Waiter: Why don't you try a bottle of English wine?

Mr. Adams: English wine?

Waiter: Yes, it isn't very well-known, but it's being produced in the south of England now. You'll be surprised... it's very good.

Restaurant Text 79 (Opening Strategies) (p.111)

Diana: isn't it marvellous? We won.

Vince: Congratulations! The film was really great.

Diana: Yes, I'm really pleased. We've worked on it for over two years. Let's order some champagne. And what about something to eat? Have you had lunch yet?

Vince: No, we haven't. That sounds a good idea.

(Later)

Waiter: You look happy!

Diana: Yes, we won a Silver star award. Can you pour the champagne, please?

Waiter: With pleasure.

## PRIMARY BIBLIOGRAPHY: TEXTBOOKS

- ABBS, B. and FREEBAIRN, I. 1986. Opening Strategies. London: Longman.
- ABBS, B. and FREEBAIRN, I. 1986. Building Strategies. London: Longman.
- ABBS, B. and FREEBAIRN, I. 1986. Developing Strategies. London: Longman.
- HARTLEY, B. and VINEY, P. 1983. Streamline Departures. Oxford: Oxford University Press.
- HARTLEY, B. and VINEY, P. 1983. Streamline Connections. Oxford: Oxford University Press.
- HARTLEY, B. and VINEY, P. 1983. Streamline Destinations. Oxford: Oxford University press.
- KIRN, E. and JACK, D. 1985. Interactions I: A Communicative Grammar. New York: Random House.

## BIBLIOGRAPHY

- BRAZIL, D.C., COULTHARD, R.M. and JOHNS, C.M. 1980. Discourse Intonation and Language Teaching. London: Longman.
- CALDAS-COULTHARD, C.R. 1988. "Reported interaction in narrative: a study of speech representation in written discourse." PhD Thesis. University of Birmingham. (pp.30-52)
- COULTHARD, R.M. 1977/1985. An Introduction to Discourse Analysis. London: Longman.
- FRANCIS, G. and HUNSTON, S. 1987. "Analysing everyday conversation." In: COULTHARD, R.M.N. (ed.). Discussing Discourse. University of Birmingham. (pp.107-148)
- FREITAS, J.M.L. 1990. "Brazilian-Portuguese and British-English service encounters: a contrastive genre analysis." Unpubl. MA Thesis. UFSC, Florianópolis.
- GOFFMAN, E. 1976. "Replies and responses." In: Language in Society, 5. (pp.257-313)
- GOODWIN, C. 1981. Conversational Organization: Interaction Between Speakers and Hearers. New York: Academic Press.
- LAKOFF, R. 1973. "The logic of politeness, or, minding your

- P's and Q's." Papers from the Regional Meeting of the Chicago Linguistics Society. (pp.292-305)
- LAKOFF, R. 1975. Language and Woman's Place. New York: Harper.
- LEECH, G. 1983. Principles of Pragmatics. London: Longman.
- LEVINSON, S. 1983. Pragmatics. London: Cambridge University Press.
- RICHARDS, J.C. and SCHMIDT, W.S. 1984. Language and Communication. London: Longman.
- SACKS, H., SCHEGLOFF, E.A. and JEFFERSON, G. 1974. "A simplest systematics for the organization of turn-taking for conversation." In: Language. 50(4). (pp.696-735)
- SCHEGLOFF, E.A. and SACKS, H. 1973. "Opening up closings." In: Semiotica, 8. (pp.289-327)
- SCHEGLOFF, E.A. 1979. "Identification and recognition in telephone conversation openings." In: PSATHAS, G. Everyday Language Studies in Ethnomethodology. New York: Irvington Publishers, Inc. (pp.23-77)
- SINCLAIR, J.M. and BRAZIL, D.C. 1982. Teacher Talk. London: Oxford University Press.
- TANNEN, D. 1984. Conversational Style: Analysing Talk Among Friends. Norwood, N.J.: Abbex Publishing Corporation.
- TANNEN, D. 1986. That's Not What I Meant! How Conversational Style Makes or Breaks Your Relations With Others. New York: William Morrow and Company, Inc.
- TANNEN, D. 1989. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse. Cambridge: Cambridge University Press.
- WIDDOWSON, H.G. 1978. Teaching Language as Communication.



Oxford: Oxford University Press.

- WILLIS, J. 1987. "Inner and outer: spoken discourse in the language classroom." In: BRAZIL, D. Discussing Discourse. University of Birmingham. (pp.1-19)
- ZORNIG, D.F. 1987. "Politeness: Brazilian-Portuguese requests in service encounters." Unpubl. MA Thesis. UFSC, Florianópolis.